2013

Virginia Commonwealth University
Undergraduate Bulletin

Virginia Commonwealth University

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# Undergraduate Bulletin

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About this bulletin

Virginia Commonwealth University reserves the right to make changes in course of study, fees, rules and regulations governing the conduct of the work in all schools and programs, faculty and staff, and classification of students whenever university authorities deem it expedient or wise to do so.

VCU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, doctoral and first-professional degrees.

VCU is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran’s status, political affiliation or disability.

For further information contact the Office of EEO/AA Services, 901 W. Franklin St., Richmond, VA 23284-3022, (804) 828-1347.

Bulletins and course descriptions for the current and past years are archived at www.vcu.edu/bulletins as PDFs. The archived copy of each bulletin reflects all policies and procedures in effect at the beginning of the stated academic year and serves as the effective Bulletin for students enrolling that year.

The online (html) Bulletins website is updated regularly to reflect changes that occur throughout the academic year. However, with the exception of academic rules, regulations and policies, the online Bulletin serves as a draft for the upcoming academic year.
Located in the heart of Richmond, the capital of Virginia since 1779, Virginia Commonwealth University serves an integral role in the economic health of the city and the state, educating the current and future work force, reaching out to the community, advancing research and enhancing patient care.

VCU was founded in 1838 as the medical department of Hampden-Sydney College, becoming the Medical College of Virginia in 1854. In 1968, the General Assembly merged MCV with the Richmond Professional Institute, founded in 1917, to create Virginia Commonwealth University.

Today, VCU offers comprehensive undergraduate, master’s, doctoral and professional programs and encompasses one of the largest academic health centers in the nation. With a record $260 million in sponsored research funding last fiscal year, VCU became one of only 28 public universities in the country with an academic medical center to be designated as a research university with very high research activity as well as a Community Engaged Institution, both by the Carnegie Foundation. Its centers and institutes of excellence support the university’s research mission and involve faculty from multiple disciplines in the arts, public policy, biotechnology and health care discoveries.

VCU enrolls more than 31,000 students in 223 degree and certificate programs in the arts, sciences and humanities. Sixty-eight of the programs are unique in Virginia, many of them crossing the disciplines of VCU’s 13 schools and one college. VCU has a full-time instructional faculty of more than 2,000 who are nationally and internationally recognized for excellence in the arts, business, education, engineering, the humanities, the life sciences, social work and all the health care professions. With more than 19,000 employees, VCU and the VCU Health System also have a significant impact on Central Virginia’s economy.

Building on the foundation of VCU’s nationally ranked academic programs and academic medical center, research and scholarly productivity, and engagement with the communities it serves, the university’s strategic plan, Quest for Distinction, launches a new vision for VCU: to elevate its stature and become the nation’s top urban, public research university. This focused plan capitalizes on the outstanding assets of the VCU experience and truly distinguishes VCU as a major academic medical center to be designated as a research university with very high research activity.

Quest for Distinction also embodies VCU’s commitment to human health through the VCU Medical Center, which includes the university’s health sciences schools and offers state-of-the-art care in more than 200 specialty areas, many of national and international note, including organ transplantation, head and spinal cord trauma, burn healing and cancer treatment.

VCU and the VCU Health System have been honored with prestigious national and international recognition for top-quality graduate, professional and medical-care programs, reflecting a commitment to be among America’s top research universities focused on student learning.

**Administration**

VCU administration provides leadership and organizational structure for the university, overseeing its goals and mission. Refer to each unit’s Web site for a current listing of administrators.

**Deans**

Deans provide leadership for their respective school or college. Refer to each unit’s Web site for a current listing of its deans, departmental chairs and program heads.

**Accreditation**

Virginia Commonwealth University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master’s, doctoral and first professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097; telephone: (404) 679-4500. Note: The Commission is to be contacted only if there is evidence that appears to support an institution’s significant noncompliance with a requirement or standard.

**Academic program accreditation**

See the college/schools for detailed information about program accreditation.

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**Specialized program accreditation or certification**

**Campus Police**

Police Academy
Certified by the Virginia Department of Criminal Justice Services

**Division of Student Affairs and Enrollment Services**

University Counseling Services
American Psychological Association
Student Health Services
Joint Commission on Accreditation of Health Care Organizations

**Hospital accreditation**

VCU Health System
Joint Commission on Accreditation of Health Care Organizations

**Mission statement**

As the premier urban, public research university in Virginia, VCU’s mission is to advance knowledge and student success through its commitments to:

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

**Vision statement**

VCU will be a premier urban, public research university distinguished by its commitment to:

- The intellectual and academic success of a diverse student body
- Research and discovery that advances knowledge, inspires creativity and improves human health
- The global engagement of students, faculty and staff that transforms lives and communities

**Core values**

1. **Accountability** – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence
2. **Achievement** – ensuring distinction in learning, research and scholarly pursuits, service, and patient care
3. **Collaboration** – fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry
4. **Freedom** – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals
5. **Innovation** – cultivating discovery, creativity, originality, inventiveness and talent
6. **Service** – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad
7. **Diversity** – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset
8. **Integrity** – adhering to the highest standards of honesty, respect and professional and scholarly ethics
Oak Ridge Associated Universities Consortium

Since 1963, students and faculty have benefited from VCU’s membership in Oak Ridge Associated Universities (ORAU), a consortium of 87 colleges and universities and a contractor for the U.S. Department of Energy. ORAU works with its member institutions to help students and faculty gain access to federal research facilities, to keep its members informed about opportunities for scholarship and research appointments and to organize research alliances among its members.

Faculty, graduate students and undergraduate students may access a wide range of opportunities for study and research, including the Lindau-Nobel Laureates and Powe Junior Faculty programs. Many of these programs are designed to increase the numbers of underrepresented minority students pursuing degrees in science-and engineering-related disciplines.

For more information about ORAU and its programs, contact:

Dr. Francis L. Macrina, ORAU Councillor for VCU
(804) 827-2262

Ms. Monnie E. Champion, ORAU Corporate Secretary
(865) 576-2206

Or you may visit the ORAU Web site at www.orau.org.

VCU Health System Authority

In April 1996, Gov. George Allen signed legislation that established the Medical College of Virginia Hospitals Authority. Effective July 1, 1997, the operations, employees and obligations of MCV Hospitals (formerly a division of VCU) were transferred to the Authority. Three years later, in connection with legislation signed by Gov. James Gilmore, the MCV Hospitals Authority became the Virginia Commonwealth University Health System Authority. The clinical activities of MCV Hospitals, MCV Physicians and the VCU School of Medicine are now coordinated and integrated by and through the VCU Health System.

The VCU Health System Authority is charged by statute with the missions of operating MCV Hospitals as teaching hospitals for the benefit of the schools of the Health Sciences Division of VCU, providing high quality patient care and providing a site for medical and biomedical research, all of which missions are required to be performed in close affiliation with the Health Sciences Division. The VCU Vice President for Health Sciences also serves as the Chief Executive Officer of the VCU Health System Authority, and five VCU faculty physicians serve as members of the Health System Board of Directors.

Board of Visitors

The Board of Visitors is the voting body of Virginia Commonwealth University. Each year, the governor of Virginia appoints members. Refer to Office of the President’s Web site for a current listing of board members.

Determination of student classification for in-state tuition purposes

Tuition is determined by the number of credit hours a student is taking, the student’s residency classification, course of study and classification level. For in-state tuition benefits, the student must comply with Section 23-7.4 of the Code of Virginia.

All applicants to VCU who wish to be considered for in-state tuition rates as Virginia residents must submit the Application for Virginia In-state Tuition Rates. This application is a part of the admissions packet and the nondegree-seeking student enrollment package. The residency determination of the applicant is conveyed at the time of admission as a degree-seeking student or nondegree-seeking student.

New and continuing students initially classified as non-Virginians for tuition purposes may request a review of the initial residency determination by completing an Application for Change of Domicile available from the Office of Records and Registration (online). The student must present clear and convincing evidence that he or she is not residing in the state primarily to attend school. The application deadline is 30 days prior to the start of the semester, and it is the responsibility of the student to establish or to file an appeal to change his/her residency classification prior to the start of classes for the semester under consideration. In accordance with the Code of Virginia, applications received after the start of the semester must be considered for the next semester. Submit completed applications with documentation to the university residency appeals officer. Processing may require four to six weeks; therefore it is strongly recommended that applications be submitted earlier than the stated deadline.

Our service to students is limited to assuring that they understand the procedures for appealing and that they have access to information about the relevant sections of the Code of Virginia. We provide information about the steps of our process and access to the applicable sections of the statute and the associated guidelines. We provide qualified staff to review the appeals and make decisions based on the information students provide. What we cannot do is provide advice to students as to how to present their case for review; we cannot become the student’s advocate since we must make the decision.

Students approved for a change to in-state status for tuition purposes are notified by mail with copies of their approval letters sent to the Office of Financial Aid and the Office of Student Accounting. Students denied this status are also notified by mail. The denial letter informs the student of procedures for appeal of this decision, to include filing an appeal with the University Residency Appeals Committee. Students who submit fraudulent applications, falsify documentation or conceal information will be subject to recategorization, payment of all nonresident fees owed and university discipline.

Please note that a student with in-state status for tuition purposes who exceeds 125 percent of the credit hours needed to complete his program will be assessed a tuition surcharge.

Rights of students under the Family Educational Rights and Privacy Act

Pursuant to a federal statute enacted to protect the privacy rights of students (Family Educational Rights and Privacy Act of 1974 [FERPA], as amended, enacted as Section 438 of the General Education Provisions Act), eligible students of Virginia Commonwealth University are permitted to inspect and review education records of which the student is the subject. A statement of university policy concerning inspection and disclosure of education records has been formulated in compliance with the federal statute. Copies of the policy also are available from the Office of Records and Registration or on the Web at www.enrollment.vcu.edu/rar/registration/ferpa.html.

Generally, the act provides that no personally identifiable information will be disclosed without the student’s consent, except for directory information and information to other school officials with a legitimate educational interest. When personally identifiable information, other than directory information, is disclosed, a record will be maintained of these disclosures. This record also is available for inspection and review by the student.

If an eligible student feels that his or her education record is inaccurate, misleading or otherwise in violation of the student’s privacy or other rights, the student may request an amendment to the record. Should the university fail to comply with the requirements of the act, the student has the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202-5901.

Parental Notification Amendment

Amendments to FERPA signed into federal law in fall 1998 specifically allow notification to the parents or guardians of students under the age of 21 who violate any law or university rule regarding use or possession of alcohol or other controlled substance. The Virginia Attorney General’s Task Force on Drinking by College Students also recommended such notification in its 1998 report.

In accordance with these documents, a parental notification procedure has been included in the VCU Drug Free Schools and Workplace Policy.

Consumer information

The federal Higher Education Act of 1965, as amended, requires that institutions of higher education disclose certain consumer information to current students, prospective students, current employees and/or prospective employees. This consumer information can be found online at www.consumerinfo.vcu.edu.
Virginia Commonwealth University currently offers more than 60 undergraduate programs in fields ranging from the arts and humanities to science and engineering to business and education. The University Undergraduate Curriculum Committee performs major coordination among these programs through review of proposed curricular revisions, deletions and additions. Chaired by the vice provost for academic affairs, the committee’s voting membership comprises two elected faculty members from each academic unit that offers undergraduate degree programs.

Admission to the university

Office of Undergraduate Admissions
821 West Franklin Street
P.O. Box 842526
Richmond, Virginia 23284-2526
(804) 828-1222, (804) 828-1222
Fax: (804) 828-1222
E-mail: ugrad@vcu.edu
www.ugrad.vcu.edu

Sybil Halloran, Director

VCU Welcome Center
West Broad Street Parking Deck
1111 West Broad Street
Richmond, Virginia 23284-2526
(804) 827-2000
www.ugrad.vcu.edu/visitvcu/campustours.html

Office of Records and Registration
Harris Hall
1015 Floyd Ave.
P.O. Box 842520
Richmond, Virginia 23284-2520
(804) 828-1341, (804) 828-1349
Fax: (804) 828-2573
E-mail: rar@vcu.edu
www.enrollment.vcu.edu/rar

Anjour Harris, University Registrar and Director

General policy governing admission and enrollment

As a comprehensive, metropolitan, public institution, Virginia Commonwealth University seeks to provide excellent higher education for those who will profit from an intellectually challenging experience. The university encourages applications from people who are sincere in their desire to study in an environment where excellence in teaching, research, scholarly activities and community services is stressed. In addition, VCU encourages applications from returning adult students whose education may have been interrupted.

Recognizing the value of a diverse student body, the university invites applications from all qualified persons without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran’s status, political affiliation or disability. Although the university has a primary responsibility to educate Virginia residents, the value and contribution of a diverse student body is recognized and the enrollment of students from other states and countries is encouraged. Entrance requirements are in full compliance with all applicable federal and state statutes, rules and regulations.

All people admitted to and enrolled in the university are classified as either degree-seeking or nondegree-seeking students. Degree-seeking students are presumed to be working toward a degree in approved educational programs, while nondegree-seeking students are permitted to enroll in classes on a semester basis. Recognizing a commitment to educate students who wish to take courses primarily for self improvement or to continue lifelong education, the university also encourages the enrollment of nondegree-seeking students. The university enrolls as many qualified degree-seeking and nondegree-seeking students as resources permit. When resources are limited, spaces go to those who present credentials showing the greatest potential for academic success in degree programs.

The Board of Visitors establishes general admission policies on the recommendation of the university administration. Admission criteria and policies are recommended by the Undergraduate and Graduate Admissions offices as well as the deans of the schools and colleges of the university on the advice of their faculties. Entrance requirements for schools and the colleges within the university may differ. Various departments may have unique admission requirements, such as examinations, auditions, portfolios, interviews, licensure or language proficiency, in order to evaluate a student’s potential for success in selected programs and courses. The university selects applicants who present the strongest qualifications in scholastic achievement and potential, standardized examinations, and through the review of other evidence of potential including strength of character. Each applicant is reviewed on an individual basis.

Admission guidelines

Freshman undergraduate admission guidelines
Nondegree-seeking student guidelines
Evening studies
School of the Arts freshman admission guidelines
Transfer students

The credentials of undergraduate applicants for admission to degree status are reviewed on an individual basis. Because the number of applicants who meet the requirements for admission may exceed the number that can be admitted, the university selects those candidates who present the strongest qualifications in scholastic achievement and potential as reflected on transcripts and test scores. Applicants interested in enrolling as nondegree-seeking students should read the Nondegree-seeking student guidelines section, which appears in the “Academic Regulations and General Degree Requirements” section of this bulletin.

Freshman undergraduate admission guidelines

An applicant for degree status must be a graduate of an accredited secondary school (or its equivalent) or hold a GED certificate with adequate scores, defined as a composite score of at least 550 on the GED battery. A high school student should submit an application for admission after completion of the junior year, unless applying for the Early Admission or Advanced Scholar programs, in which case the application should be submitted after the sophomore year. All freshman applicants under the age of 22 are required to submit scores from the SAT or ACT.

For admission to the College of Humanities and Sciences (including the schools of Government and Public Affairs, Mass Communications and World Studies) or the schools of Business, Education, Engineering or Social Work, at least 20 high school units are required, with the following minimum distribution of subjects: four units in English; three units in mathematics, one of which must be algebra I and one of which must be geometry or algebra II; three units in science, one of which must be a laboratory science; and three units of history or social sciences or government. Students are encouraged to present at least three units in a modern or ancient language or two units of two foreign languages. In addition, preference is given to candidates who submit the Advanced Studies Diploma or its equivalent. This diploma requires four units in English; four in social sciences, including U.S. and Virginia history, U.S. and Virginia government, and two courses in either world history or geography or both; four units in mathematics (algebra I, geometry and algebra II); four units in science drawn from earth science, biology, chemistry, physics or other advanced science courses; and either three units of one foreign language or two units of two foreign languages; two units in health and physical education; one unit of fine arts or practical arts; and one unit in economics and personal finance.

Freshman applicants planning to pursue a major in the health sciences (clinical laboratory sciences, clinical radiation sciences, dental hygiene, dentistry, medicine, nursing, occupational therapy, pharmacy and physical therapy) are advised to apply to the preprofessional programs of their choice through the University College.

The Honors College offers qualified students interested in health science the opportunity for early acceptance into many of the MCV Campus programs. See the Honors College section of the Bulletin for details.

Freshman applicants who are not admitted with degree status may be eligible to enroll at VCU as nondegree-seeking students provided one year has elapsed since their actual or intended high school graduation date.

Nondegree-seeking student guidelines

Eligibility guidelines for nondegree-seeking students may be found in the “Academic Regulations and General Degree Requirements” section of this bulletin.
Evening studies
Details of registration and credit earned for evening studies is included in the “Academic Regulations and General Degree Requirements” section of this bulletin.

School of the Arts freshman admission guidelines
Students applying to the School of the Arts must submit the standard university undergraduate application in addition to supplemental materials. The School of the Arts faculty reviews all applications to programs in the School of the Arts. All visual arts and design applicants and all technical theatre applicants are required to submit a visual portfolio with their application. All performing arts applicants are required to visit VCU for an audition and/or interview. For additional supplemental requirements and online application materials, visit the School of the Arts Web site at www.vcu.edu/arts/apply.

Transfer students
Transfer students should review the Admission guidelines for transfer students of this bulletin.

International student admissions
VCU encourages qualified international students, both immigrant and nonimmigrant, to seek admission to the university. See the International Admissions area of the Office of International Education section of this bulletin for guidelines.

Admission procedures
It is the responsibility of the applicant to ensure that all required admission documents are forwarded to the Office of Undergraduate Admissions before the deadline. (Refer to the freshman application deadlines or transfer application deadlines.)

Applications and supporting credentials for undergraduate programs offered on both campuses must be submitted to the Office of Undergraduate Admissions. All applications and supporting documents become the property of the university and are not returned to the applicant. After all required documents have been received, candidates are notified in writing of the decision by the appropriate admissions office.

The following must be submitted to the Office of Undergraduate Admissions when applying for an undergraduate degree program:

1. **Official application form.** Candidates seeking admission or readmission to the university in an undergraduate degree program must file an official Application for Undergraduate Admission before the specified deadline. Students planning to complete a second baccalaureate degree also must submit this application. Students are strongly encouraged to apply to the university using the electronic application. Students who apply electronically will be able to check their application status online to be sure we have received all required materials (admission decisions are not provided online). Care should be taken to read the admissions guidelines in this bulletin, to follow the directions accompanying the application and to complete all information requested. Incomplete or incorrect applications will result in a processing delay.

2. **Application fees.** Application fees are nonrefundable and should be submitted via credit card (available only if applying online) or by check or money order with the application for admission. Do not send cash. For current application fees, you should see the Office of Undergraduate Admissions Web site.

   The application fee is nonrefundable. Applications may not be processed if submitted without a fee or the applicant will be billed. Students currently enrolled in programs on the VCU Monroe Park Campus who are applying to undergraduate programs on the MCV Campus are not required to remit the application fee.

3. **Official transcript(s).** Freshman applicants are required to submit their official high school transcript(s) showing course work completed to date. The secondary school record should contain courses and grades earned, rank in class and overall GPA. A final transcript also is required showing date of graduation, overall GPA and rank in graduating class if available.

Transfer candidates must request the registrar of each college attended to send an official transcript of their course work. Transfer candidates who have earned fewer than 30 semester credits/45 quarter credits also must submit their secondary school records. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s) and who apply and submit all required documentation by the recommended application deadline.

Applicants to the School of Nursing undergraduate program on the MCV Campus must submit official transcripts from all colleges, universities and hospital schools/programs attended.

For readmission candidates, the Office of Undergraduate Admissions will obtain the student’s VCU transcript. Applicants who have attended other colleges since leaving VCU must request the registrar of each college to send official transcripts to the Office of Undergraduate Admissions.

4. **Test scores.** Freshman applicants (high school graduates and GED holders) 21 years of age or younger must submit SAT or ACT scores and, if applicable, an official copy of their GED scores.

   Transfer applicants 21 years of age or younger and with fewer than 30 semester/45 quarter credits of college work must submit SAT or ACT scores. School of Nursing applicants, except those applying to the R.N.-B.S. program, must submit SAT, ACT or GRE scores regardless of age.

   Foreign applicants whose native language is other than English must submit scores for the Test of English as a Foreign Language, in addition to any other test scores required. In general, VCU requires a minimum score of 550 on the paper TOEFL, 213 on the computer TOEFL or 80 on the Web-based TOEFL, but some programs may require a higher TOEFL score. Some MCV Campus programs also may require Test of Written English or Test of Spoken English scores.

5. **Supplemental application requirements.** School of the Arts applicants must submit supplemental materials as described online at www.vcu.edu/arts/apply.

   Applicants to all undergraduate programs on the MCV Campus must submit supplemental application materials as described online at www.ugrad.vcu.edu/apply/apply_mcvcampus.html.

6. **Immunization requirements.** Virginia law requires all full-time students to submit an official certification of immunization to University Student Health Services prior to registration. Detailed information on immunization requirements can be found in the “Division of Student Affairs and Enrollment Services” section of this bulletin.

   Note that some MCV Campus programs may require additional immunizations because of high patient contact.

Freshman application deadlines
Program-specific application deadlines for freshmen are available on the Office of Undergraduate Admissions Web site at www.ugrad.vcu.edu/admissions101/freshman/deadlines.html.

Admission notification
Freshman applicants accepted to the university for the fall semester are notified by letter of the conditions of their acceptance by April 1 if they meet the Jan. 15 recommended deadline. Freshman applicants who apply under the regular admission process may receive early notification of their acceptance if they present exceptional admission credentials. Transfer applicants to programs on the Monroe Park Campus will be notified of an admission decision on a rolling basis.

Information on advisement and registration procedures, the immunization form, and housing information is included with the acceptance letter. Virginia requires that all full-time students enrolling for the first time in any state institution of higher education furnish an immunization record from a qualified licensed physician. New VCU students must submit their immunization form to University Student Health Services.

When an applicant is tentatively accepted to the university, a final transcript is required to complete the individual’s admission file. If the official transcript is not received by the end of the fourth week of classes of the semester for which the student was accepted, an administrative hold will be placed on future registrations until the credentials are received establishing the student’s eligibility.
Responding to the offer of admission

Fall freshman applicants accepted to the university by April 1 must notify the Office of Undergraduate Admissions of their intent to enroll or not to enroll by May 1. Fall freshman applicants, if accepted after April 1, must notify the university within two weeks of receiving their notification of admission.

Fall transfer applicants accepted to programs on the Monroe Park Campus must notify the Office of Undergraduate Admissions of their intent to enroll by July 1 or two weeks after receiving their letter of admission. Fall applicants to the health sciences programs must respond within the time frame listed on their acceptance letters as determined by the individual department. All students accepted for the spring semester must respond to the offer of admission within two weeks of receiving their notification of admission.

When accepting the offer of admission, all immunization records should be sent to University Student Health Services.

A nonrefundable deposit is required of all applicants who accept VCU’s offer of admission. The deposit is credited to the student’s account with the university and is not refundable to a future semester. Students experiencing economic hardships may request a waiver of deposit by providing a copy of their Student Aid Report (SAR) along with their response form. The decision to grant a waiver is based on information submitted to the university on the student’s Free Application for Federal Student Aid.

Students who defer their acceptance to a later semester forfeit their initial tuition deposit and must submit a second deposit for the semester in which they choose to enroll.

Admission guidelines for transfer students

University undergraduate transfer policy

State policy on transfer agreement

Virginia Commonwealth University/Virginia Community College System

Guaranteed Admission Agreement with Teacher Education Provision Admission

Transfer applicants are considered for admission provided they present evidence of good standing at the last institution attended; and to be competitive they should present a minimum cumulative GPA of 2.25 (2.5 preferred) from all accredited institutions to be considered for admission to VCU. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Candidates with fewer than 30 semester (45 quarter) hours also will be reviewed on the basis of their high school performance and SAT/ACT scores (if younger than the age of 22). Transfer candidates who have earned fewer than 30 semester credits/45 quarter credits and who are 21 years of age or younger must submit SAT or ACT results and also must meet specific guidelines listed in the Freshman undergraduate admission guidelines section of this chapter. The undecided major is not open to students with 60 or more college credits. Transfer applicants will be notified of an admissions decision on a rolling basis until the class is filled. Priority application review will be given to students who apply and submit all required documentation by the recommended application deadline.

Some programs have additional requirements for admission as a transfer student. Transfer applicants should consult the appropriate area of this Bulletin or the departmental Web site for admission requirements.

Transfer applicants who are not admitted with degree status may be eligible to enroll as nondegree-seeking students as determined by the Office of Undergraduate Admissions.

Transfer applicants who are not admitted with degree status may be eligible to enroll as nondegree-seeking students as determined by the Office of Undergraduate Admissions.

Transfer applicants ineligible to return to a former institution because of an academic suspension may not enroll at VCU for a period of one year for the first suspension and five years for the second suspension.

Transfer applicants who have been suspended from another institution for nonacademic or disciplinary reasons are referred to the Office of the Vice Provost for Student Affairs and Enrollment Services for preadmission clearance.

Additional information for transfer students is available in the VCU Transfer Guide or on the Web at www.ugrad.vcu.edu/admissions101/transfer.

University undergraduate transfer policy

All credits taken at regionally accredited institutions that meet the VCU transfer requirements may be posted to the VCU transcript. However, there may be a difference between the credits VCU will post and the credits each VCU department/school will apply to the desired degree program. Students should meet with their program advisers, who will assist them in determining their VCU degree requirements and will advise them on what transfer courses the program specifically will apply toward their degree requirements. Regardless of how many transfer credits are accepted, students must satisfy all VCU graduation requirements noted in the graduation checklist, including the following:

• Completion of at least 25 percent of the semester-hour credits required for their bachelor’s degree program at VCU
• Completion of at least 30 of the last 45 semester-hour credits required for their bachelor’s degree program at VCU

State policy on transfer agreement

VCU welcomes applications from Virginia community colleges and Richard Bland students who have earned the associate in arts, associate in science, or associate in arts and sciences degrees, or approved A.A.S. or A.S. programs in general studies (see number 8). Students holding these degrees will have junior standing and, as long as they have earned at least a C grade in all the transferable courses, will be considered to have met all lower-division general education requirements for Monroe Park Campus programs with the exception of certain lower-level and upper-level program requirements that also apply to native students. Students should closely follow the detailed course suggestions offered in the VCU Transfer Guide for Virginia Community Colleges and Richard Bland College. By selecting certain courses to fulfill requirements within the three associate degree programs, additional lower-division courses needed after transfer to VCU can be held to a minimum.

Additionally:

• Students must make proper application for admission to VCU.
• Only courses with grades of C or higher are transferable.
• Credits needed to meet major prerequisites will be based on the Course Equivalency Guide or agreements resulting from program-to-program transfer agreements.
• Students will not be required to repeat courses that have been satisfactorily completed at a Virginia community college except in cases where special restrictions apply to all students.
• Applicants to degree programs that are competitive are not guaranteed admission but will be evaluated on the same basis as native students.

For students with any of the associate degrees from a VCCS institution or Richard Bland College, VCU degree requirements in effect at the date of the student’s admission to the VCCS or RBC associate degree program will be used in certifying the student for graduation if the student has not interrupted his or her associate degree more than two consecutive semesters (excluding summer sessions).

Requirements of native students which would apply to associate-degree holders are:

1. English requirements: The core education program writing requirement at VCU includes UNIV 111 Focused Inquiry I, UNIV 112 Focused Inquiry II, and UNIV 200 Writing and Rhetoric Workshop. Virginia community college students who have taken ENG 111 and earned at least a C grade receive credit for UNIV 112 and are required to take UNIV 200; those students are exempted from UNIV 111. Students who successfully complete ENG 111 and 112 at the community college with at least a C grade in both classes have fulfilled all core education program writing requirements (UNIV 111, 112 and UNIV 200) at VCU.

For associate degree holders, completion of ENGL 101 and 102 at RBC with at least a C grade in both classes will fulfill the UNIV 111, 112 and UNIV 200 requirement. For RBC students who transfer without an associate degree, ENGL 101 at RBC=UNIV 112 at VCU; ENGL 102 at RBC=ENGL 215 at VCU; and ENGL 200 at RBC=UNIV 200 at VCU.

2. All bachelor’s degree programs in the College of Humanities and Sciences require competency through the elementary level of a foreign language; some
majors require competency through the intermediate level.

3. Mathematics/statistics: All bachelor’s degree programs in the College of Humanities and Sciences have mathematics/statistics requirements that must be met. See specific program for required courses and their equivalents.

4. The School of Social Work requires a 2.5 GPA for admission to upper-level courses. The School of Business requires a 2.25 GPA (except for the Department of Information Systems, which requires a 2.75 GPA) for admission to upper-level course work. The School of Mass Communications requires a 2.5 GPA for admission to upper-level work.

For students pursuing careers in early or secondary education through the Extended Teacher Preparation Program of the College of Humanities and Sciences and the School of Education, a 2.8 GPA and successful completion of the Praxis I examination are required for entry into Teacher Preparation, a stage in the program after the student has completed at least 60 credits.

For students applying to majors in the School of the Arts, a portfolio evaluation for visual arts applicants and an audition for performance applicants are required.

5. The professional baccalaureate programs within the schools of Social Work, Nursing and Allied Health Professions, the Dental Hygiene Program in the School of Dentistry, and the doctoral programs in physical therapy and pharmacy have specific program-related lower-level requirements that must be completed to apply to and enter health sciences programs and to achieve success in the programs, if admitted.

The health, physical education and exercise science programs have specific lower-level requirements related to state-approved program status, professional certification and entry into the practicum sequence. Specified science courses are prerequisite for entry into upper-level kinesiology and exercise science courses. While some flexibility is available in the transfer of some other courses into the lower-level part of the programs, the first two years of the health, physical education and exercise science programs are not traditional general education as mentioned in the previous paragraphs.

6. Transfer work from some occupational or technical programs is reviewed under specific conditions for the Bachelor of Interdisciplinary Studies program and the special program in nursing for community college R.N.-degree holders who wish to complete the Bachelor of Science in Nursing.

7. Students wishing to transfer to the School of Engineering must have a 3.0 GPA with no grades below a C. Also, B grades or better must be attained in mathematics, science or engineering courses to be considered for transfer. Transfer students from the VCCS will follow existing articulation agreements.

8. The A.A.&S. and A.S. programs in general studies are considered transfer degrees by VCU.

9. Senior capstone experience: All bachelor’s degree programs require the completion of a senior capstone experience within the major as part of the VCU core curriculum.

10. Detailed information about the Transfer Module and Virginia Community College/VCU and Richard Bland College/VCU transfer-equivalent courses is available on the Web at www.ugrad.vcu.edu/admissions101/transfer.

Virginia Commonwealth University/Virginia Community College System Guaranteed Admission Agreement with Teacher Education Provision Admission

The VCU GAA-TEPA in the area of an arts and sciences core leads to a transferable associate degree (A.A.&S., A.A. or A.S.) that will facilitate entry into a PK-6 teacher education program. In addition, a student must earn at least a 2.8 GPA at VCU and have passed Praxis I before formal admission to the teacher preparation program.

Transfer application deadlines

Program-specific application deadlines for transfer students are available on the Office of Undergraduate Admissions Web site at www.ugrad.vcu.edu/admissions101/transfer/deadlines.html.

Evaluation of transfer credit

An evaluation of transferable credits for applicants to both Monroe Park Campus and MCV Campus programs is made by the Transfer Center (or appropriate program) after the accepted applicant’s final transcript has been received by the Office of Undergraduate Admissions.

Accepted transfer credit contributes to hours earned and toward fulfillment of degree requirements at VCU. The grades of accepted transfer courses are recorded as TR on the student’s VCU transcript, and hours attempted and quality points earned are not recorded. Accepted transfer credits are not included in the transfer student’s overall GPA at VCU. However, calculation of the GPA requirement for admittance into the School of Business advanced program considers grades earned at all institutions attended. The GPA for fulfillment of VCU degree requirements is computed only from courses taken at VCU. The grades and quality points of transfer courses are evaluated in the computation determining graduation honors. Accepted quarter-hour credits recorded on the VCU transcript are converted to semester-hour credits.

Credits earned at other institutions carrying a grade of “D” are not accepted for transfer.

Courses taken on the “pass/fail” or “pass/no pass” systems or courses taken for grades of “satisfactory” or “unsatisfactory” that receive earned credits and a “satisfactory” grade (or comparable passing grade) from the transfer institution receive equivalent semester credit. Transfer credits graded as “pass/fail” will not be included in the computation for determination of academic honors at VCU.

Degree candidates must complete 30 of the last 45 credit semester hours required for their bachelor’s degree program at this institution. Attainment of the college/school or department minimum GPA and any other standard requirements is required of all students, including, in the case of the School of the Arts, a portfolio evaluation for visual arts applicants and an audition for performing arts applicants. Applicants to degree programs that are competitive are not guaranteed admission but will be evaluated on the same basis as currently enrolled VCU students.

Students who have earned the A.A., A.S. or A.A.&S. degree from a VCCS institution or Richard Bland College should refer to the articulation agreement information in this bulletin.

Students from VCCS institutions, Richard Bland College or other two-year institutions who have not completed the college parallel A.A., A.S. or A.A.&S. degree will have the exact designation of their status determined after an evaluation of acceptable credits. This evaluation is determined by the equivalencies shown in the VCU Transfer Guide for Virginia Community Colleges and Richard Bland College that may be accepted, including not more than 50 percent in the major field of study. However, the applicant should realize that more than two additional years may be necessary to complete the degree requirements in certain curricula.

Credits earned in community college occupational or technical programs will be judged on their own merits to determine their applicability toward VCU degree requirements. In addition, many accredited institutions offer correspondence courses, which may be considered for transfer credit.

Additional sources of academic credit

Before the end of the first semester of enrollment, dual-enrollment transcripts and scores for the Advanced Placement test of the College Entrance Examination Board, International Baccalaureate Diploma or Cambridge International Examination are required to be submitted to the appropriate VCU offices to be eligible for academic credit.

Credit for Advanced Placement tests
Credit for International Baccalaureate Diplomas and courses
Credit for Cambridge International Examinations
College Level Examination Program
Undergraduate credit by examination
Military service and ROTC courses
Credits earned through the International Student Exchange Program
Credit for dual-enrollment courses

Note: The Virginia Commonwealth University Board of Visitors gives the University Undergraduate Curriculum Committee the authority to review these sources of academic credit as needed. The UUCC will report substantial changes to the board for further approval.

Credit for Advanced Placement tests of the College Entrance Examination Board

AP tests passed with scores of 3, 4 or 5 will, depending on the test, be considered for advanced standing and credit for the corresponding courses at Virginia Commonwealth University. The chart below provides information about the VCU equivalent credit for the various AP tests.

To ensure consistency, the Office of the Vice Provost for Instruction is the official credit notification point for AP credit for all university programs. Final determination of credit will be made after test results have been received and evaluated by the vice provost’s office. Credits awarded are counted as credits earned toward the degree, but are not used in the computation of the student’s VCU grade-point average.

For more information, contact the Office of the Vice Provost for Instruction at (804) 827-0838.

Credit for Advanced Placement Tests of the College Entrance Examination Board

<table>
<thead>
<tr>
<th>AP examination</th>
<th>AP score</th>
<th>VCU equivalent</th>
<th>VCU credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>ARTH 103</td>
<td>3</td>
</tr>
<tr>
<td>Art History</td>
<td>4,5</td>
<td>ARTH 103, 104</td>
<td>6</td>
</tr>
<tr>
<td>Art: Studio</td>
<td>4,5</td>
<td>ARTF 139</td>
<td>1</td>
</tr>
<tr>
<td>Art: Studio</td>
<td>4,5</td>
<td>ARTF 139</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>BIOL 101, BIOZ 101</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>BIOL 152, BIOZ 152</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>BIOL 151, BIOZ 151, BIOZ 152</td>
<td>8</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3,4,5</td>
<td>MATH 200</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3,4</td>
<td>MATH 200</td>
<td>4</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>5</td>
<td>MATH 200, 201</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3,4</td>
<td>CHEM 101, CHEZ 101</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>CHEM 101, CHEZ 101, CHEM 102, CHEZ 102</td>
<td>8</td>
</tr>
<tr>
<td>Chinese</td>
<td>3</td>
<td>FRLG 101</td>
<td>4</td>
</tr>
<tr>
<td>Chinese</td>
<td>4,5</td>
<td>CHIN 201, 202</td>
<td>6</td>
</tr>
</tbody>
</table>

Computer Science A 4,5 CMSC 255 4
Computer Science AB 3 CMSC 255 4
Computer Science AB 4,5 CMSC 255, 256 7
Economics – Macro 4,5 ECON 211 3
Economics – Micro 4,5 ECON 210 3
English Language and Composition or English Literature and Composition 3,4,5 UNIV 111 3
English Language and Composition 3,4,5 UNIV 111, ENGL 215 6
Environmental Science 3,4,5 BIOL 103 4
Environmental Science 5 BIOL 103 5
European History 3,4,5 HIST 101, 102 6
French, German, Spanish Language 3 FREN, GRMN, SPAN 202 3
French, German, Spanish Language 4 FREN, GRMN, SPAN 300 3
French, German, Spanish Language 5 FREN, GRMN, SPAN 300, 301 6
French, German, Spanish Language 3 FREN, GRMN, SPAN 202 3
French, German, Spanish Literature 4 FREN, GRMN, SPAN 330 3
French, German, Spanish Literature 5 FREN, GRMN, SPAN 330, 331 6
Credit for International Baccalaureate Diplomas and courses

IB Higher Level (HL) tests passed with scores of 3-7 and Standard Level (SL) tests passed with scores of 4-7 will, depending on the test, be considered for advanced standing and credit for the corresponding courses at Virginia Commonwealth University. The chart below provides information about the VCU equivalent credit for IB scores. Three elective credits will be awarded for the “Theory of Knowledge” course.

To ensure consistency, the Office of the Vice Provost for Instruction is the official credit notification point for IB credit for all university programs. Final determination of credit will be made after test results have been received and evaluated by the vice provost’s office. Credits awarded are counted as credits earned toward the degree, but are not used in the computation of the student’s VCU grade-point average.

For more information, contact the Office of the Vice Provost for Instruction at (804) 827-0838.
Credit for Cambridge International Examinations

The University may grant credit for Cambridge International Examinations (CIE) comprising levels Advanced (A) and Advanced Subsidiary (AS) offered through the University of Cambridge in England. These courses and examinations are administered through registered CIE Centers in public high schools throughout the United States. A-level syllabuses and exams cover approximately two years of college-level curriculum in a subject and the AS level syllabus and exam covers the first year of the two-year A-level curriculum.

Cambridge tests passed with final grades of A, B or C will, depending on the test, be considered for advanced standing and credit for the corresponding courses at VCU. The applicability of such credit toward the student’s degree program is interpreted by the department or school in which the student seeks a degree. Credits accepted are counted as credits earned toward the degree, but are not used in the computation of the students GPA.

Students requesting evaluation of their Cambridge credits are to request an official copy of their transcript from the CIE coordinators at the student’s specific high school. Official transcripts may be sent to Virginia Commonwealth University Transfer Center, 900 Park Ave., P.O. Box 842532, Richmond, VA 23284-2532. The chart below provides information about the VCU equivalent for various Cambridge examinations. Note: Cambridge credits listed below are effective for spring 2013 admissions.

For more information regarding Cambridge International Examinations, please contact the VCU Transfer Center at (804) 827-1349.

Credit for Cambridge International Examinations

<table>
<thead>
<tr>
<th>Cambridge exam</th>
<th>A-level VCU equivalent</th>
<th>AS-level VCU equivalent</th>
<th>VCU credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>BIOL 101/BIoz 101</td>
<td>BIOL 101/BIoz 101</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 101/CHEZ 101</td>
<td>CHEM 101/CHEZ 101</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>*</td>
<td>UNIV 111</td>
<td>3</td>
</tr>
<tr>
<td>English literature</td>
<td>ENGL 215</td>
<td>ENGL 215</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 200</td>
<td>MATH 200</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics    STAT 314  **   4
Physics        PHYS 201    PHYS 101/PHYZ 101  4
Divinity       RELS/HIST 327  **   3
Psychology     PSYC 101    PSYC 101                4
Music          MHIS 1XX    MHIS 1XX                3
Computing      CMSC 101    CMSC 101                3
Economics      ECON 203    ECON 203                3
Art and design ARTS 1XX    ARTS 1XX                3

* Class/exam exclusively offered at AS-level; ** Class/exam exclusively offered at A-level

College Level Examination Program

The College Level Examination Program is designed to allow people who have gained knowledge outside the classroom to take examinations and receive college credit for what they have learned.

Procedures for VCU students

1. Students should obtain CLEP approval forms, information about CLEP general and/or subject examinations, VCU course equivalency information, optional essay requirements and CLEP applications from the Testing Center in the University College, Virginia Commonwealth University, Hibbs Hall, First Floor, P.O. Box 842500, Richmond, VA 23284-2500; (804) 827-8108.

2. Students should discuss the examination(s) to be taken with an adviser, and obtain permission signatures from the adviser and dean of the school of the major on each of the three approval forms. If the optional essay is required for a subject examination, it should be indicated on the CLEP approval forms and on the CLEP application.

3. Students should return the completed CLEP approval forms, the completed CLEP application and the proper fee to the Testing Center. After receipt of these materials and fees, the examination time(s) will be scheduled.

4. The examination score and the result of the optional essay are sent to the dean’s office in which the student is a major for final action. The dean then sends formal notification to the student, the Office of Records and Registration and the student’s adviser.

Regulations for VCU students

1. CLEP credit is officially awarded only to students who are fully accepted into a VCU degree program.

2. A student may not attempt a subject or general examination if it duplicates in part, or full, any VCU course or combination of courses that the student has already completed or enrolled in for credit. For example, a student who has completed courses in U.S. and European history, sociology, anthropology and psychology, or similar courses, is not eligible to take the social sciences and history general examination. The dean’s office of the school in which the student is a major makes the decision about the appropriateness of taking a particular examination.

3. If a student has earned CLEP subject examination credit, the student may not take a VCU course for credit that would duplicate the CLEP credits already earned.

4. The CLEP general examination in English composition is not acceptable for VCU credit. Students may take the CLEP Freshman College Composition with essay subject examination for credit equivalent to UNIV 111. There is no CLEP exam equivalent for UNIV 200. In order to receive credit for the CLEP general examination in mathematics, the student must take the Mathematics Placement Test and test at the STAT 208, 210 or MATH 200 level. To make arrangements to take this placement test, contact the Testing Center at (804) 827-8108. Results should be reported to the dean of the school in which the student is a major.
5. A maximum of 54 semester credits can be earned through CLEP examinations.

<table>
<thead>
<tr>
<th>Subject exam</th>
<th>Score</th>
<th>VCU equivalent</th>
<th>VCU credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (2 semesters)</td>
<td>50</td>
<td>FREN 101-102</td>
<td>8</td>
</tr>
<tr>
<td>French (4 semesters)</td>
<td>62</td>
<td>FREN 101-102, 201-202</td>
<td>14</td>
</tr>
<tr>
<td>German (2 semesters)</td>
<td>50</td>
<td>GRMN 101-102</td>
<td>8</td>
</tr>
<tr>
<td>German (4 semesters)</td>
<td>63</td>
<td>GRMN 101-102, 201-202</td>
<td>14</td>
</tr>
<tr>
<td>Spanish (2 semesters)</td>
<td>50</td>
<td>SPAN 101-102</td>
<td>8</td>
</tr>
<tr>
<td>Spanish (4 semesters)</td>
<td>66</td>
<td>SPAN 101-102, 201-202</td>
<td>14</td>
</tr>
<tr>
<td>American government</td>
<td>50</td>
<td>POLI 103</td>
<td>3</td>
</tr>
<tr>
<td>Educational psychology</td>
<td>50</td>
<td>PSYC 305</td>
<td>3</td>
</tr>
<tr>
<td>History of the U.S. 1</td>
<td>50</td>
<td>HIST 103</td>
<td>3</td>
</tr>
<tr>
<td>History of the U.S. 2</td>
<td>50</td>
<td>HIST 104</td>
<td>3</td>
</tr>
<tr>
<td>Human growth &amp; development</td>
<td>50</td>
<td>EDUS 301</td>
<td>3</td>
</tr>
<tr>
<td>Intro to psychology</td>
<td>50</td>
<td>PSYC 101</td>
<td>3</td>
</tr>
<tr>
<td>Intro to sociology</td>
<td>50</td>
<td>SOCY 101</td>
<td>3</td>
</tr>
<tr>
<td>Western civilization 1</td>
<td>50</td>
<td>HIST 101</td>
<td>3</td>
</tr>
<tr>
<td>Western civilization 2</td>
<td>50</td>
<td>HIST 102</td>
<td>3</td>
</tr>
<tr>
<td>College algebra</td>
<td>50</td>
<td>MATH 141</td>
<td>3</td>
</tr>
<tr>
<td>Calculus</td>
<td>50</td>
<td>MATH 200</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
<td>CHEM 101-102</td>
<td>6</td>
</tr>
<tr>
<td>College mathematics</td>
<td>50</td>
<td>MATH 131</td>
<td>3</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>50</td>
<td>MATH 151</td>
<td>3</td>
</tr>
<tr>
<td>General biology</td>
<td>50</td>
<td>BIOL 101 OR BIOL 151</td>
<td>3</td>
</tr>
<tr>
<td>General biology</td>
<td>50</td>
<td>BIOL 151-152</td>
<td>6</td>
</tr>
<tr>
<td>Financial accounting</td>
<td>50</td>
<td>ACCT 203</td>
<td>3</td>
</tr>
<tr>
<td>Info systems &amp; computer apps</td>
<td>50</td>
<td>INFO 360</td>
<td>3</td>
</tr>
</tbody>
</table>

* Decisions regarding VCU equivalents were made in consultation with the VCU departments.

Undergraduate credit by examination

Recognizing that VCU enrolls students of varying backgrounds and experiences, the university provides its students the opportunity to accelerate their education through credit by examination. The following outline describes conditions under which credit by examination may be given and the procedure for doing so.

1. With the approval of the dean, each department or program shall:
   a. Determine which, if any, courses shall be available for credit by examination. The student should check with the department offering course work in the area in which he or she wishes to take credit by examination for a list of the courses so designated.
   b. Determine the types of examinations, standards of evaluation and evaluators for the courses so designated.
   c. Determine the qualifications for students to be eligible to take the examinations.

2. The examinations, if available, may be taken by any enrolled student during the fall and spring semesters and during the summer session.

3. The student wishing to take credit by examination must meet the following requirements:
   a. Not have received a grade listed in this bulletin, including AU or W for the course for which credit by examination is sought. Also, the student should not have been granted transfer credit for a similar course taken elsewhere.
   b. Be a currently enrolled student as certified by the examining department.
   c. Meet departmental and school eligibility requirements as evidenced by the written approval of the chair of the examining department.

4. After consultation with the major adviser and within the first four weeks of a semester or the first week of a summer session, the student must complete the Credit by Examination Approval Form with the department chair. The form, available from the department, should be left with the chair when it is completed.

5. Within two weeks, the student is notified by the dean’s office of the time and place of examination.

6. After notification, but before taking the exam, the student must pay the university cashier the fee established by VCU for each credit being sought. As verification of payment, the student presents the receipt to the department chair before the examination is taken.

7. After the examination is taken, the results and the examination are sent to the dean’s office, which notifies the student of the results. If the student passes the examination, the course title, credits earned and the grade CR are recorded on the student’s permanent academic record. Credits so earned are applied toward the graduation requirement for total credits. However, these credits are not included in the computation of the student’s GPA.

Military service and ROTC courses

The university may grant credit for formal military service school courses offered by the various branches of the U.S. armed forces. The guidelines for granting such credits include:

1. The positive recommendation of the Commission on Accreditation of Service Experiences of the American Council on Education (ACE) as stated in the

2. Acceptable scores earned on subject tests (DSST) taken through Defense Activity for Non-traditional Education Support (DANTES), a college-credit-by-exam-agency. The DANTES Subject Standardized Tests (DSST) program is an extensive series of examinations in college subject areas that are comparable to the final or end-of-course examinations in undergraduate courses.

3. Acceptable scores earned on subject tests taken through the College-Level Exam Program (CLEP), a college-credit-by-exam program.

4. NOTE: Credit is not awarded for experiential learning. The applicability of such credit toward the student's degree program is interpreted by the department or school in which the student seeks a degree. Credits accepted are counted as credits earned toward the degree, but are not used in the computation of the student’s GPA. Students should consult with the assistant or associate dean for undergraduate affairs of the school or college for further details about the procedures for awarding credit for military service school courses.

Credit is accepted directly from each of the above agencies. Students may request their military transcripts from the following websites:

- Army: http://aarts.army.mil/
- Navy and Marines: https://www.navycollege.navy.mil/smart_info.cfm
- Coast Guard: http://www.uscg.mil/hq/cgi/active_duty/go_to_college/official_transcript.asp

Military students may request their score sheets from the following website:

CLEP and DSST subject exams: http://www.dantes.doded.mil/Sub%20Pages/Exams/Exams_Transcript_Request.html

Transcripts and/or score sheets may be sent to Virginia Commonwealth University Transfer Center, 900 Park Ave., P.O. Box 842532, Richmond, VA 23284-2532.

Army ROTC is open to any VCU student. Advanced standing may be granted to veterans, Junior ROTC graduates or members of the Reserves/National Guard after the department chair’s review of academic records and verification of ROTC academic alignment. The number of credits accepted toward graduation requirements is determined by each school. See Military Science and Leadership in the “College of Humanities and Sciences” section of this bulletin.

Military credits awarded (from AARTS/SMARTS transcripts) based on ACE recommendations

(Additional credit may be awarded on a case-by-case basis.*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended credit</th>
<th>VCU equivalent</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical conditioning/fitness</td>
<td>1-3</td>
<td>HPEX 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>First aid</td>
<td>1-3</td>
<td>HPEX 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>Military science/leadership</td>
<td>1-3</td>
<td>MILS 101</td>
<td>1-3</td>
</tr>
<tr>
<td>Personal/community health</td>
<td>1-3</td>
<td>HPEX 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>Oral communications</td>
<td>1-3</td>
<td>SPCH 121</td>
<td>1-3</td>
</tr>
<tr>
<td>Personnel supervision/management</td>
<td>1-3</td>
<td>MGMT 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>Basic math</td>
<td>1-3</td>
<td>MATH 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>Computer technology</td>
<td>1-3</td>
<td>INFO 1XX</td>
<td>1-3</td>
</tr>
<tr>
<td>Technical writing</td>
<td>1-3</td>
<td>ENGL 1XX</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Human resources management    | 1-3                | MGMT 1XX       | 1-3    |

* Decisions regarding VCU equivalents were made in consultation with the VCU departments.

Credit awarded for DSST subject exams through DANTES*

<table>
<thead>
<tr>
<th>DSST exam</th>
<th>Score</th>
<th>VCU equivalent</th>
<th>VCU credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical writing</td>
<td>No equivalent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Intro to computing</td>
<td>No equivalent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Contemporary Western Europe, 1946-1990</td>
<td>48</td>
<td>HIST 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Intro to modern Middle East</td>
<td>44</td>
<td>HIST 1XX</td>
<td>3</td>
</tr>
<tr>
<td>Human/cultural geography</td>
<td>48</td>
<td>GEOG 102</td>
<td>3</td>
</tr>
<tr>
<td>Ethics in America</td>
<td>46/400</td>
<td>PHIL 2XX</td>
<td>3</td>
</tr>
<tr>
<td>Criminal justice</td>
<td>No equivalent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of college algebra</td>
<td>No equivalent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>General anthropology</td>
<td>47</td>
<td>ANTH 103</td>
<td>3</td>
</tr>
<tr>
<td>Intro to law enforcement</td>
<td>No equivalent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Lifespan development psychology</td>
<td>46</td>
<td>PSYC 304</td>
<td>3</td>
</tr>
</tbody>
</table>

* Decisions regarding VCU equivalents were made in consultation with the VCU departments.

Credit awarded on subject tests taken through the CLEP*

<table>
<thead>
<tr>
<th>Subject exam</th>
<th>Score</th>
<th>VCU equivalent</th>
<th>VCU credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>French (2 semesters)</td>
<td>50</td>
<td>FREN 101-102</td>
<td>8</td>
</tr>
</tbody>
</table>

* Decisions regarding VCU equivalents were made in consultation with the VCU departments.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 101-102, 201-202</td>
<td>French (4 semesters)</td>
<td>62</td>
</tr>
<tr>
<td>GRMN 101-102</td>
<td>German (2 semesters)</td>
<td>50</td>
</tr>
<tr>
<td>GRMN 101-102, 201-202</td>
<td>German (4 semesters)</td>
<td>63</td>
</tr>
<tr>
<td>SPAN 101-102</td>
<td>Spanish (2 semesters)</td>
<td>50</td>
</tr>
<tr>
<td>SPAN 101-102, 201-202</td>
<td>Spanish (4 semesters)</td>
<td>66</td>
</tr>
<tr>
<td>POLI 103</td>
<td>American government</td>
<td>50</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Educational psychology</td>
<td>50</td>
</tr>
<tr>
<td>HIST 103</td>
<td>History of the U.S. 1</td>
<td>50</td>
</tr>
<tr>
<td>HIST 104</td>
<td>History of the U.S. 2</td>
<td>50</td>
</tr>
<tr>
<td>EDUS 301</td>
<td>Human growth &amp; development</td>
<td>50</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Intro to psychology</td>
<td>50</td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Intro to sociology</td>
<td>50</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Western civilization 1</td>
<td>50</td>
</tr>
<tr>
<td>HIST 102</td>
<td>Western civilization 2</td>
<td>50</td>
</tr>
<tr>
<td>MATH 141</td>
<td>College algebra</td>
<td>50</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Calculus</td>
<td>50</td>
</tr>
<tr>
<td>CHEM 101-102</td>
<td>Chemistry</td>
<td>50</td>
</tr>
<tr>
<td>MATH 131</td>
<td>College mathematics</td>
<td>50</td>
</tr>
<tr>
<td>MATH 151</td>
<td>Pre-calculus</td>
<td>50</td>
</tr>
<tr>
<td>BIOL 101 OR BIOL 151</td>
<td>General biology</td>
<td>50</td>
</tr>
<tr>
<td>BIOL 151-152</td>
<td>General biology</td>
<td>70</td>
</tr>
<tr>
<td>ACCT 203</td>
<td>Financial accounting</td>
<td>50</td>
</tr>
<tr>
<td>INFO 360</td>
<td>Info systems &amp; computer apps</td>
<td>50</td>
</tr>
<tr>
<td>MGMT 323</td>
<td>Intro to business law</td>
<td>50</td>
</tr>
<tr>
<td>MKTG 301</td>
<td>Principles of marketing</td>
<td>50</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Microeconomics</td>
<td>50</td>
</tr>
<tr>
<td>ECON 211</td>
<td>Macroeconomics</td>
<td>50</td>
</tr>
</tbody>
</table>

* Decisions regarding VCU equivalents were made in consultation with the VCU departments.

### Credits earned through the International Student Exchange Program

Credits earned by a VCU student through ISEP appear on the student’s transcript, but are not included in the computation of the student’s cumulative GPA. See the “Education Abroad” section of this bulletin. This policy became effective July 1990.

### Credits for dual-enrollment courses

Qualified students who have taken college-level work while still enrolled in a secondary school may receive academic credit. Courses taken as dual enrollment courses will be treated as VCU courses or transfer credits according to the evaluation guidelines.

Approved by VCU Board of Visitors, Nov. 10, 2011. The Virginia Commonwealth University Board of Visitors gives the University Undergraduate Curriculum Committee the authority to review these sources of academic credit as needed. The UUCC will report substantial changes to the board for further approval.

### Senior Citizens Higher Education Program

A senior citizen is any person, who, before the beginning of any semester in which they claim entitlement to the senior citizen educational benefit is 60 years of age and has had legal domicile in the commonwealth of Virginia for one year. The senior citizen may take courses without paying tuition or mandatory fees, except for course-/program-related fees, under certain conditions. If the senior citizen had a taxable income of not more than $15,000 for Virginia income tax purposes for the year preceding the year in which enrollment is sought, the individual may take a course for academic credit. If the person’s taxable income exceeded $15,000, the individual may only audit the course for free. A senior citizen, regardless of income level, may take a noncredit course for free.

No limit is placed on the number of terms, quarters or semesters in which a senior citizen who is not enrolled for academic credit may register for courses, but the individual can take no more than three noncredit courses in any one semester. There will be no restriction on the number of courses that may be taken for credit in any semester, or on the number of semesters in which an eligible senior citizen may take courses for credit. Upon determination that a person qualifies as a senior citizen, the university may require the senior citizen to submit the appropriate documents verifying their income, in addition to the completed senior citizen waiver form each semester in which the senior citizen requests enrollment for credit.

No additional conditions listed below shall be met before a senior citizen may take a course under the provisions of this program:

1. The senior citizen shall meet the appropriate admission requirements of the institution in which the student plans to enroll.
2. The senior citizen may be admitted to a course only on a space-available basis after all tuition-paying students have been accommodated, unless the senior citizen has completed 75 percent of the degree requirements necessary for a degree. At such time in the senior citizen’s program, the senior citizen can enroll in courses at the same time as other tuition-paying students.

### Enrichment and acceleration opportunities

Special honors programs and courses are offered at the university. Refer to the appropriate school sections of this bulletin for further information. Interdisciplinary honors courses designed for superior freshmen in any program are also available.

### Early Admission Program

The Early Admission Program permits exceptional students the opportunity to enroll in undergraduate programs at the university as freshmen after the completion of the junior year of high school. The program is available to students who demonstrate readiness for college by their high school record, SAT results and in an interview with an admissions counselor. Applicants for the Early
Admission Program must present a minimum GPA of 3.5 and minimum combined SAT scores of 1180 (on the Critical Reading and Math sections of the test only) or demonstrate exceptional talent in their intended area of study. Additionally, early admission applicants must be within two of the required units for graduation and have the written approval of the high school principal (or designee) to seek admission to college as full-time undergraduate students. Candidates interested in this program should contact the Office of Undergraduate Admissions for further information.

Advanced Scholars Program

Qualified high school students from Richmond and surrounding area high schools may be permitted to carry college-level courses at the university while concurrently completing the high school diploma. Students may select courses of interest and, upon successful completion of the courses, may receive college credit. However, courses selected should not be available in the high school curriculum.

Candidates must be nominated and approved by the secondary school principal. A maximum of 100 candidates are accepted each semester and candidates may enroll in no more than two courses per semester.

As a guide to secondary schools, the following criteria for selection are considered.

1. Each candidate must be nominated and approved by the secondary school principal.

2. Each candidate must have achieved a total of 1180 points on the SAT or 118 on the PSAT, and a minimum GPA of 3.2 on a 4.0 scale.

3. Each candidate must be a high school junior or senior.

4. The desired courses to be studied must be available and appropriate.

5. All parties should emphasize that tuition is charged for courses taken as an advanced scholar.

Notification forms and other information may be obtained from the Office of Undergraduate Admissions, Virginia Commonwealth University, P.O. Box 842526, Richmond, VA 23284-2526 or (804) 828-1222.

Orientation

The university provides orientation to all new undergraduate students. Orientation programs are designed to increase the students’ awareness of the university’s programs, services and facilities and to provide opportunities for faculty advising and registration for their first semester of classes.

After acceptance to the university, students are sent detailed information regarding the orientation program. Included in the summer orientation program is a program for the parents of freshman students that is especially helpful to their understanding of the university and its future relationship to their sons and daughters.

For additional information about orientation, contact New Student Programs, Virginia Commonwealth University, P.O. Box 842002, Richmond, VA 23284-2002, (804) 828-3700; or visit the Web site at www.vcu.edu/ue/ngp. For information regarding orientation to MCV Campus programs, contact the individual department.

Readmission guidelines

Readmission is subject to individual degree program requirements. Contact the program department or consult the appropriate program portion of this bulletin for specific information.

Students who withdraw from all courses after the first week of the semester are considered to have been enrolled for that semester. A student who does not attend VCU for three or more successive fall and spring semesters (excluding summer sessions), must submit an application for readmission to the Office of Undergraduate Admissions. See the Undergraduate Readmission/Continuous Enrollment Chart for details on readmission and continuous enrollment. Students who have attended another institution and wish to return after the allowable absence period or who have been suspended since their last enrollment at VCU also must apply for readmission. This application must be made before the application submission date for the semester in which the student plans to return.

Students who wish to return to VCU after enrolling at another institution are considered transfer applicants and are reviewed for admission based on the transfer admission guidelines related to good standing and cumulative GPA. Students who attend another institution during periods of suspension from VCU are considered readmitted students for admission purposes. If readmitted, they assume their VCU GPA and academic status; any course work taken at another institution during the suspension will be evaluated according to regular procedures.

Readmission applicants who wish to change their majors may be required to meet additional requirements for some programs. Applicants to the School of the Arts must submit supplemental materials as described in the Application for Undergraduate Admission.

Students may apply for readmission to VCU for the semester following completion of the first suspension period (two semesters, one of which may be summer). Under certain circumstances, students may be considered for readmission from the second and final suspension after a period of five years.

Students on second suspension who wish to return before the required completion of the five-year suspension period must appeal their readmission to the Academic Regulations Appeals Committee. Students should contact the dean’s office of the school or college from which they were suspended to initiate this process. For more information on suspension policies, refer to the “Academic Regulations and General Degree Requirements” section of this bulletin.

Applicants who have been suspended from the university for nonacademic or disciplinary reasons are referred to the Office of the Vice Provost for Student Affairs and Enrollment Services for pre-admission clearance.

Undergraduate readmission/continuous enrollment chart

A student who does not attend VCU for three or more successive fall and spring semesters, excluding summer session, must submit an application for readmission to the Office of Undergraduate Admissions. Students who have attended another institution and wish to return after the allowable absence period or who have been suspended since their last enrollment at VCU also must apply for readmission.

The semester appearing in the “Must Return Semester” column associated with the term in the “Last Enrolled Semester” column denotes when a student must return to continue in continuous enrollment. If an undergraduate student wishes to return after the “must return semester,” they are required to apply for readmission.

Summers are no longer included in the calculation of the allowable absence period. If a student chooses to return during the summer, the calculation of the allowable absence period is reset and begins anew with the following fall semester, thus summers are included under the “Last Enrolled Semester” column.

Students last enrolled summer 2005 or earlier wishing to return in a degree-seeking status must apply for readmission.

<table>
<thead>
<tr>
<th>Last enrolled semester</th>
<th>Must return semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Summer 2013</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>Fall 2019</td>
</tr>
</tbody>
</table>
The Honors College and guaranteed admission

For detailed information on admission to the Honors College and the Guaranteed Admission Program, see the Honors College section of this bulletin.

Tuition, fees and expenses

Student Accounting Department
1015 Floyd Avenue
P.O. Box 843036
Richmond, Virginia 23284-3036
(804) 828-2228
Email: stuacctg@vcu.edu
www.enrollment.vcu.edu/accounting

Roberta Fife
Director

The Student Accounting Department is located at 1015 Floyd Avenue. The department is responsible for the assessment, billing and collection of tuition, room, board and other university fees. The department also bills third party payers for VCU charges and issues refunds to eligible students.

For more information regarding policies and procedures, refer to the Student Accounting website at www.enrollment.vcu.edu/accounting.

Fees and expenses

Student financial responsibility
Tuition and fees schedule
Outstanding charges
Dishonored payment items
Loan repayment

Students must pay all applicable tuition, fees, room and board when due, as described in this section. Students are notified at their official VCU e-mail address when their bills are available on the billing and payment site. No paper bills are sent to enrolled students. Tuition and fees for preregistered students, along with charges for housing and dining plans where applicable, are due by the official start of each semester. After the registration period all other students are sent a notification at their official VCU e-mail address when their electronic bill has been issued and should pay by the payment due date indicated on the electronic invoice. Students who fail to pay these charges on time may be assessed a late payment fee. The university reserves the right to revise or alter all tuition and fees, regulations pertaining to student fees, and fee collection procedures at any time. In addition to expenses billed by the university, students should make allowances for books, clothing, supplies, travel and other out-of-pocket costs when figuring their total yearly expenses at the university.

Student financial responsibility

Students who enroll are responsible for:

• Full payment of tuition and fees generated from their registration
• Full payment of all charges for housing and dining services, and other applicable miscellaneous charges
• Keeping a current mailing address on file with Enrollment Services (Refunds and tax forms are not issued to students with inactive mailing addresses.)
• Establishing an official VCU e-mail address and reading their e-mail on a regular basis, since e-mail will be used to notify students when their invoices are available in the payment and billing site

Note: Paper bills are not sent to enrolled students. Failure to acknowledge and review the electronic invoice does not relieve responsibility for timely payments. Other important notifications are also sent to the official VCU e-mail address.

Tuition and fees schedule

Tuition and fees are categorized and described on the Student Accounting website at www.enrollment.vcu.edu/accounting/tuition_fees.html. The university reserves the right to revise or alter all fees, regulations pertaining to student fees and fee collection procedures at any time.

Outstanding charges

A student who fails to remit payments when due may be assessed a late payment fee and is denied registration for future classes until he or she has paid all amounts owed to the university. Students with balances owed the university are not issued degrees, or official transcripts, until all charges are paid in full.

Student accounts with balances owed the university are referred to the Collection Unit. Pursuant to Section 2.2-4805 et. seq., of the Code of Virginia, and in accordance with rules and regulations promulgated by the state comptroller and attorney general of the commonwealth of Virginia, VCU will charge interest, costs and fees on all accounts past due.

Students are reminded that they are ultimately responsible for any unpaid balance on their account as a result of the Office of Financial Aid or their sponsor canceling or reducing the award. Also see the federal financial aid refund policy.

Any communication disputing an amount owed, including an instrument tendered as full satisfaction of a debt, must be submitted to the Director of Student Accounting, Student Accounting Department, P.O. Box 843036, Richmond, VA 23284.

VCU participates in the Virginia Set-off Debt Collection Act of 1981. Under the provisions of this act, a Virginia individual income tax refund is subject to the university’s claim for unpaid balances of tuition and fees.

Dishonored payment items

A charge of $50 will be levied for all dishonored payment items. Returned payment items include returned checks and dishonored credit or debit card payments. A student who pays a past-due balance with a dishonored payment item may be subject to having his or her current and/or future registration cancelled.

Loan repayment

Before graduation or withdrawal from the university, students may be required to attend a loan counseling exit session. Please refer to the “Academic Regulations and General Degree Requirements” section of this bulletin.

Tuition determination and student classification

Tuition is determined by the number of credit hours a student is taking, the student’s residency classification, course of study and classification level. For in-state tuition benefits, the student must comply with Section 23-7.4 of the Code of Virginia.

All applicants to VCU who wish to be considered for in-state tuition rates as Virginia residents must submit the Application for Virginia In-state Tuition Rates, which is part of the application for undergraduate admission. The residency determination of the applicant is conveyed at the time of admission.

New and continuing students initially classified as non-Virginians for tuition purposes may request a review of the initial residency determination by completing an Application for Change of Domicile available from the Office of Records and Registration (online). The student must present clear and convincing evidence that he or she is not residing in the state primarily to attend school. The application deadline is 30 days prior to the start of the semester, and it is the responsibility of the student to establish or to file an appeal to change his/her residency classification prior to the start of classes for the semester under consideration. In accordance with the Code of Virginia, applications received after the start of the semester must be considered for the next semester. Submit completed applications with documentation to the university residency appeals officer. Processing may require four to six weeks; therefore it is strongly recommended that applications be submitted earlier than the stated deadline.
Our service to students is limited to assuring that they understand the procedures for appealing and that they have access to information about the relevant sections of the Code of Virginia. We provide information about the steps of our process and access to the applicable sections of the statute and the associated guidelines. We provide qualified staff to review the appeals and make decisions based on the information students provide. What we cannot do is provide advisement to students as to how to present their case for review; we cannot become the student's advocate since we must make the decision.

Students approved for a change to in-state status for tuition purposes are notified by mail with copies of their approval letters sent to the Office of Financial Aid and the Student Accounting Department. Students denied this status are also notified by mail. The denial letter informs the student of procedures for appeal of this decision, to include filing an appeal with the University Residency Appeals Committee. Students who submit fraudulent applications, falsify documentation or conceal information will be subject to reclassification, payment of all nonresident fees owed and university discipline.

Please note that a student with in-state status for tuition purposes who exceeds 125 percent of the credit hours needed to complete his program will be assessed a tuition surcharge.

### Tuition and fees charges

- **University fee**
- **Student activity fee**
- **Student Government Association fee**
- **Student health fee**
- **Technology fee**
- **Capital outlay fee**
- **Online course fee**
- **Off-campus fees**

Students accepted into an undergraduate degree program who accept the offer of admission must pay a nonrefundable tuition deposit (amount of deposit may vary according to program). This deposit is credited toward the tuition charge for the first semester. If the student accepts the offer, pays the fee, then decides not to enroll for the intended semester, the deposit is forfeited.

Undergraduate students who are newly admitted to an undergraduate degree or certificate program beginning in or after the fall 2013 semester are classified as “new” for tuition-assessment purposes. New students registered for less than 15 credit hours are charged tuition at a per-credit-hour rate. If registered for 15 or more credit hours, tuition for the additional credits (15 and more) will be assessed at a reduced per-credit-hour rate.

Undergraduate students who were initially enrolled in a degree or certificate program prior to the fall 2013 semester and are not required to reapply for admission to the university are classified as “continuing” for tuition-assessment purposes. Part-time undergraduate students, those enrolled in fewer than 12 credit hours, are charged tuition on a per-credit-hour rate based on their program. Tuition is charged at a flat rate from 12 to 18 credit hours and at a per-credit-hour rate (overload fee) for more than 18 credit hours during any semester. The overload fee will not apply to students in first-professional programs. Students classified as Virginia residents pay lower tuition than out-of-state students. See additional information students provide. What we cannot do is provide advisement to students as to how to present their case for review; we cannot become the student's advocate since we must make the decision.

If students make changes to their course enrollment by the end of the add/drop week, their classification and charges change in accordance with these guidelines.

### University fee

This fee is used by the university to support student facilities, campus development, intercollegiate athletics and other programs. Full-time students pay a flat-rate university fee each semester. Part-time students pay this fee on a per-credit basis.

### Student activity fee

This fee is used to support social, cultural and other student activities on the Monroe Park Campus. These activities include concerts, plays, student organizations and publications.

Full-time students on the Monroe Park Campus pay a flat-rate student activity fee, while part-time students on this campus pay this fee on a per-credit basis. Students on the MCV Campus are not charged this fee.

### Student Government Association fee

This fee is used to support social, cultural and other student activities on the MCV Campus. Monroe Park Campus students are not charged this fee.

### Student health fee

All full-time students on both campuses must pay the student health fee. Part-time students may participate in the University Student Health Services on an elective basis by paying the student health fee. The USHS offers unlimited office visits for acute and chronic ailments, after-hours phone advice for an urgent medical problem and most laboratory tests associated with acute illnesses ordered by the USHS staff, among other services. The fee does not cover accidental injury, emergency room visits or hospitalization. More specific information as to what is covered and not covered by the fee is available on the USHS website.

### Technology fee

The technology fee is charged to all undergraduate, graduate and professional students in all programs. Full-time students pay a flat rate. Part-time students pay a per-credit-hour rate. The fee is used to fund improved access and assistance with information technology.

### Capital outlay fee

The capital outlay fee is charged to all full-time and part-time non-Virginia resident, on-campus students. Full-time students pay a flat rate. Part-time students pay a per-credit-hour rate. The fee is mandated by the General Assembly with revenues used to reimburse the state for debt service costs attributable to nonresident students related to financing of buildings and equipment.

### Online course fee

The online course fee is charged for undergraduate and graduate online courses. The fee covers operational and personnel support to develop and maintain online courses.

### Off-campus fees

The university fee, the student activity fee, the Student Government Association fee and the student health fee are not charged to students taking off-campus classes (except School of Social Work).

### Special fees

Because of specialized programs, various schools and departments may charge each student additional fees to cover special materials, equipment breakage and other costs. For specific information about special fees, refer to the Student...
Accounting Department Web site or to the specific school or department section in this bulletin.

**Room fees and housing costs**

**Room fees**

Beginning March 19 new students accepted to the university may apply online for on-campus housing at www.housing.vcu.edu. A nonrefundable prepayment fee of $250 (also payable online) is required at the time of application and is credited toward the student’s first-semester housing costs. New students accepted for the fall semester who cancel their housing assignment and contract on or before June 30, 2013, will be released from their contractual obligations. New students accepted for the spring semester have until Jan. 3, 2014, to cancel their housing assignment. After these dates, cancellations are not permitted and students will be held to the terms and conditions of their housing contracts.

Returning students will be allowed to cancel their contracts without penalty if a written request is received on or before March 22, 2013. After this date, cancellations are not permitted. Students are advised to carefully read the terms and conditions of their housing contracts prior to signing.

Housing contracts extend through the nine-month academic year or for a 12-month period, depending upon the type of residence hall assignment. Students are not released from their housing contract between semesters. Questions regarding housing contracts should be directed to VCU Residential Life and Housing via email at veuhousing@vcu.edu or by calling (804) 828-7666.

**Housing costs**

Half the yearly housing cost is charged to the student’s account each semester and is paid the same time that tuition and other fees are due. Additionally, students will be held responsible for the cost of any damages to their room, its furnishings and its common living area during their residency.

**University dining plans**

- **Dining plans**
- **VCU retail locations**
- **Dining Dollars**

**Online enrollment and payment**

Please address all dining service concerns and questions to VCU Dining Services, 1111 W. Broad St., Suite A, Room 128, P.O. Box 980247, Richmond, VA 23298-0247; call (804) 828-1148; email dining@vcu.edu; or visit the website at www.bsv.vcu.edu/vcufood.

All VCU students residing in Brandt, Cabaniss, GRC II, GRC III, Honors College, Johnson and Rhoads halls are required to purchase one of the Essential dining plans available through VCU Dining Services. Students residing in university apartments, MCV Campus Low-rise residence halls and graduate students are exempt from this requirement. VCU dining plans consist of Blocks and Dining Dollars. Blocks provide a specific number of meals to be used at any time during the semester at Market 810 in Shafer Court Dining Center, Jonath’s in the Larrick Student Center or any VCU retail location participating in the VCU Dining Services Meal Exchange Program. More than one VCU dining plan may be purchased per semester; however, dining plan blocks and Dining Dollars do not carry over and are forfeited at the end of each semester.

**Essential dining plans**

- 300 Block Plan + $100 Dining Dollars
- 250 Block Plan + $300 Dining Dollars
- 250 Block Plan + $175 Dining Dollars
- 200 Block Plan + $300 Dining Dollars
- 200 Block Plan + $150 Dining Dollars

**Preferred dining plans**

- 150 Block Plan + $105 Dining Dollars
- 100 Block Plan + $75 Dining Dollars
- 50 Block Plan + $75 Dining Dollars
- 25 Block Plan + $75 Dining Dollars

- 5 Block Plan + $160 Dining Dollars

The VCU residential dining center, Market 810, provides unlimited servings and is located on the second floor of Shafer Court Dining Center on the Monroe Park Campus. In addition to serving dining plan participants, VCU dining centers accept cash, credit cards, Dining Dollars and RamBucks.

**VCU retail locations**

**Monroe Park Campus**

- Einstein Bros. Bagels: located on the first level of Shafer Court Dining Center
- Park Place Food Court, Commons Café and Commons Convenience: located in the University Student Commons
- Starbucks Coffee*: located in the James Branch Cabell Library
- C-store located on the first floor in the Grace E. Harris Hall
- IHOP Express, Raising Cane’s, and Croutons, Salads and Wraps: located at Laurel and Grace Place
- Bleecker Street Café: located in Sneed Hall
- Chili’s*, Starbucks Coffee* and Cary Street Market & Deli: located in the Cary and Belvidere Residential College

**MCV Campus**

- Einstein Bros. Bagels and Wendy’s*: located in the Gateway Building
- Hideaway Café: located in the Hunton Student Center
- Jonath’s, a culinary emporium, and Starbucks Coffee*: located in the Jonath L. Larrick Student Center

*These locations do not participate in the Meal Exchange program.

**Dining Dollars**

Dining Dollars is a rechargeable declining-balance account on your dining plan that allows you to make tax-free food purchases at any VCU dining center or VCU retail location. The tax advantage of Dining Dollars provides an 11.3 percent savings on each VCU Dining Services purchase. Additional Dining Dollars may be added following the purchase of a dining plan at any time during the semester. Additions may be made in increments of $25 (i.e., $25, $50, $75). Dining Dollars can be purchased by check, cash or credit card only through the VCU Dining Services’ Customer Services Office or online at www.bsv.vcu.edu/vcufood.

**Online enrollment and payment**

Online enrollment for a VCU Dining Plan is available at www.bsv.vcu.edu/vcufood. Students will be billed through the Student Accounting Department and payment may be made online through VCU eServices at www.eservices.vcu.edu. Dining Plan changes or cancellations must be made by contacting VCU Dining Services at (804) 828-1148 or online at www.bsv.vcu.edu/vcufood. The last day to make changes or cancellations to a plan is the Friday of the second full week of classes.

**Installment Payment Plan**

The Installment Payment Plan assists students in meeting the cost of their higher education by offering a convenient payment option. The university-administered IPP is offered only during the fall and spring semesters. The plan distributes the cost of tuition, fees, housing and dining charges for a semester into four equal installments.

All students attending the university with current charges of $100 or more are eligible to participate. All prior semester balances must be paid in full to be eligible.

Students who receive financial aid are also eligible for participation in the IPP. These students may deduct their financial aid (including third-party-sponsored scholarships and 529 accounts) to determine the net total due. These payments are not considered installment payments. If it is $100 or more, the remaining amount may be paid in installments.
In some cases, a student may receive a financial aid refund, and then subsequent charges for the semester are added to the student’s account. If the student has received a refund, he or she is ineligible to participate in the IPP unless the refund has been repaid to the university in full. The student must then pay the initial payment and follow the instructions to enroll in the IPP.

There is a $25 nonrefundable application fee payable with the first installment of each semester. The IPP option must be selected each fall and spring semester regardless of whether the student participated during a previous semester. Interest is not assessed on the outstanding balance. Information about how to participate in the IPP and the online enrollment process is available on the Student Accounting website.

**University refund policy**

The official university tuition and fees refund policy is applicable only for the fall and spring semesters (excluding short/nonstandard courses) and is outlined in the table below. Refunds are calculated on a course-by-course, per-credit-hour basis, disregarding the full-time cap amounts. Students who are enrolled full time and withdraw from courses may not receive a refund.

**Definition of drop vs. withdraw**

**Drop** – Charges are removed to indicate that the student never attended the class. The student is not eligible to receive financial aid, and any financial aid already credited to the student’s account based on the original course registration will be removed from the student’s account and may create a balance due to the university.

**Withdraw** – Results in the academic grade of W. Charges are assessed and adjusted according to the University Refund Policy. Students who have been given a medical withdrawal are assessed and adjusted no differently than other withdrawals. Students may owe a balance to the university.

<table>
<thead>
<tr>
<th>Withdrawal/drop period</th>
<th>Student refund</th>
<th>Retained by university</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop prior to the first day of classes</td>
<td>100% tuition and fees</td>
<td>0%</td>
</tr>
<tr>
<td>Drop/withdraw first week of class</td>
<td>100% tuition and fees</td>
<td>0%</td>
</tr>
<tr>
<td>Withdraw second week of class</td>
<td>80% tuition and university fee</td>
<td>20% tuition and university fee; 100% of all other fees</td>
</tr>
<tr>
<td>Withdraw third week of class</td>
<td>60% tuition and university fee</td>
<td>40% tuition and university fee; 100% of all other fees</td>
</tr>
<tr>
<td>Withdraw fourth week of class</td>
<td>40% tuition and university fee</td>
<td>60% tuition and university fee; 100% of all other fees</td>
</tr>
<tr>
<td>Withdraw after fourth week of class</td>
<td>0%</td>
<td>100% all fees</td>
</tr>
</tbody>
</table>

This table pertains to both complete withdrawals and reduced course loads for fall and spring semesters only.

The refund policy and deadlines of the English Language Program are different from the university’s refund policy for academic classes. Details of the policy may be obtained from the English Language Program Office in the Office of International Education.

A full refund for holiday intersession will be granted if the course is dropped on the day of the first class meeting. Partial refunds are not granted.

A full refund for a short course’s tuition and applicable fees will be granted if the course is dropped no later than the day following the first day of a given class. Partial refunds are not granted.

A full refund for summer tuition and applicable fees will be granted if the course is dropped no later than the day following the first day of a given class. This deadline also is applicable if the class does not meet on two consecutive days. Students reducing their academic course load to fewer than full time (12 credits for undergraduates and nine credits for graduates) before the end of the last day to drop a course will be entitled to a refund of tuition and applicable fees reflecting the reduced course load. No refund of tuition and fees is given for withdrawals during the summer semester.

Students who are financial aid recipients and withdraw from all courses prior to completing 60 percent of the semester are subject to the Federal Return of Title IV Funds Policy. For more details see the financial aid section of this bulletin.

Refunds will be computed based on the actual withdrawal date certified by the Office of Records and Registration. Refunds will not be made to students who do not attend classes and have not completed the required withdrawal procedure. Refund processing may take approximately two weeks. Exceptions to this refund policy are made only in rare instances. Written application for an exception must be filed in the Student Accounting Department to the university’s Refund Waiver Appeals Committee. Appeals must be submitted within three years from the semester in which the student is appealing.

For information regarding cancellations and adjustments to dining and housing charges, refer to the room and dining contract terms and conditions or the Housing and Dining Services websites.

Requests for refunds that are not generated from the overpayment of financial aid should be made in writing to VCU Student Accounting Department, P.O. Box 843036, Richmond, VA 23284-3036. Refund request forms are available at the Student Services Centers, 1015 Floyd Ave. or 1101 E. Marshall St., Room 1-055 and on the Student Accounting website.

In accordance with credit card regulations, the university will refund the credit card account with any credit balance that may result on a student’s account as the outcome of a credit card payment. The remaining credit balance, if any, will be refunded to the student.

Students are responsible for paying any increase in charges that may occur after the generation of any refund.

**Military services tuition relief, refund and reinstatement guidelines**

These guidelines apply to students whose service in the uniformed services (military) has necessitated a sudden withdrawal or prolonged absence from their enrollment at Virginia Commonwealth University and provides for the required re-enrollment of such students. Students are offered the following enrollment secession options:

1. Drop all courses before the end of the add/drop period and receive a full reduction of tuition and fee charges. Students residing in university housing and participating in a dining plan will be released from their housing and dining service contracts and will receive a prorated refund of these charges. Students will be asked to sign the drop request form with the director of military student services indicating that they are not receiving a financial aid refund. If the reduction of charges results in an overpayment on the account after any financial aid or third party awards have been reduced, the student will be issued a refund.

   This option might best meet the needs of students who are called to active duty service during the first week of school and did not receive a financial aid refund check or direct deposit.

2. Receive a grade of Incomplete (IM – incomplete military) in one or all courses. Students residing in university housing will be released from their housing and dining service contracts and will receive a prorated refund of these charges. Students who chose to take a grade of IM will not have tuition and fees reduced for these courses because, upon receipt of an approved change of grade, credits will still be earned for the semester. Students will have 12 months from the date that they return from active service to complete the course work and earn a course grade. If a student received financial aid, the amount recovered to the financial aid accounts will follow the Federal Financial Aid Refund Policy.

   This option might best meet the needs of students who have essentially completed all course work in a class for the semester, but have yet to turn in a final project, an exam or other materials. It should be agreed upon between the instructor and the student that the remaining course work can reasonably be completed during the 12-month period.

3. Accept administrative withdrawal (WM – withdrawn military) from all courses as of the effective date of the orders to active duty. If this option is elected, a full refund of all tuition, fees and prorated room and dining charges will be made. If a student received financial aid, the amount recovered to the financial aid accounts will follow the Federal Financial Aid Refund Policy. If the reductions of charges results in an overpayment on the account after any
Students who have completed 75 percent of the course requirements at the Park

4. Students who have completed 75 percent of the course requirements at the time of military activation and, notwithstanding certain exceptions noted below, who meet requirements as determined and agreed upon by the faculty instructor and the student may receive full course credit.

Students may receive full course credit if 75 percent of course requirements have been completed, under certain circumstances. The instructor is responsible for determining what percentage of course requirements have been completed based on factors to include but not limited to contact time, examinations, projects, work experience and clinical experience. The awarding of full credit cannot be made where the incomplete requirements are essential components of the course or program required by law or regulatory bodies, required for competency in the work place, or required to complete licensure examinations.

Leaving the university
To initiate this process, the student must provide the Office of Military Student Services with a copy of his or her active duty orders in addition to a printed copy of his or her course registration for that semester and indicate Option 1, 2, 3 or 4 for each course. If Option 4 is selected, the student must provide documentation from the instructor. The director of military student services will forward all documentation to the university registrar to take the appropriate enrollment action, post the appropriate grades and send a copy of the orders and a copy of the student course request statement to the director of financial aid and the director of student accounting.

Returning to the university
Students who withdrew from the university as a result of military deployment, mobilizations or duty changes are entitled to return without having to requalify for admission so long as the student (a) returns after a cumulative absence of no more than five years and (b) notifies the appropriate admissions office of the intent to return to the university not later than three years after the completion of military service obligation. The student may return to the university in the same program of study. With the consultation of an adviser, a comparable program of study may be chosen for discontinued programs.

Accident insurance
VCU is not responsible for accidents occurring to students in connection with class, laboratory, shop, fieldwork, athletics, student activities, travel or other activities. However, the university offers its students an approved insurance plan, providing substantial benefits at group rates. The insurance extends for a 12-month period beginning Aug. 18, or from the beginning of the second semester to the next Aug. 18, and includes coverage for accidents, hospitalization, medical, surgical and other benefits for illnesses. Married students may enroll spouses and children. The university strongly recommends, but does not require, that all students enroll in student group health insurance. For further information, contact University Student Health Services or visit the Web at www.students.vcu.edu/health/insurance.

Financial aid
Office of Financial Aid
Harris Hall
1015 Floyd Ave.
P.O. Box 843026
Richmond, Virginia 23284-3026
(804) 828-6669 • Fax (804) 827-0060
www.enrollment.vcu.edu/finaid
www.enrollment.vcu.edu/finaid/contact.html

Brenda Burke
Director

The Office of Financial Aid provides a variety of services to help students afford higher education via grants, work-study employment and loans. The Office of Financial Aid administers and distributes funds from federal, state, institutional and private fund sources. One-on-one appointments are available to students, their parents, faculty and staff. Financial aid funds are applied first to the student’s university bill. Refunds are generated when financial aid exceeds university charges.

VCU uses all available funds to help students gain access to a college education. Eligibility for financial aid varies depending on a student’s academic and financial circumstances. In most cases, each student will qualify for some form of financial assistance. Current and detailed information on financial aid programs, policies, procedures and links to free scholarship search services are available on the office’s website at www.enrollment.vcu.edu/finaid.

Counseling center locations
The Office of Financial Aid provides four counseling and information centers to prospective and enrolled students. You may visit the offices in person or submit a written request to receive printed information.

Monroe Park Campus
Grace E. Harris Hall
1015 Floyd Avenue, First Floor
P.O. Box 843026
Richmond, Virginia 23284-3026
(804) 828-6669
Fax: (804) 827-0060
www.enrollment.vcu.edu/finaid/contact.html

Schools of Allied Health Professions, Nursing and Pharmacy
VMI Building, Room 334
1000 East Marshall Street
P.O. Box 980277
Richmond, Virginia 23298-0277
(804) 828-2702
Fax: (804) 827-0060

School of Dentistry
Lyons Building, Room 309
520 North 12th Street
P.O. Box 980566
Richmond, Virginia 23298-0566
(804) 828-9953
Fax: (804) 828-6072

School of Medicine
McGlothlin Medical Education Center
1201 East Marshall Street, Rom 4-306
P.O. Box 980565
Richmond, Virginia 23298-0565
(804) 828-4066
Fax: (804) 827-5555

General information
eServices – online records access
Email – official method of communication
Identification requirements
University bill

Many students at the university receive financial aid. Below are some recommendations and requirements of the Office of Financial Aid.

eServices – online records access
Students are encouraged to use eServices, a password-protected service for viewing VCU student records online, to check the status of their financial aid application and award package. Students also may register for classes, print bills and more. The eServices website is accessed through myVCU portal at www.vcu.edu.

Email – official method of communication
Students are required to obtain an official VCU student email account within one week of the beginning of their first semester of enrollment. Students are
Types of financial aid

Loans
Grants and scholarships
Work-study

There are three basic types of financial aid: loans, grants and work-study. Each type has different features and advantages.

Loans

In terms of total dollars available, long-term loan programs provide the most dollars. A loan is money borrowed and must be repaid at a later time. In most cases, the student is the borrower and repays the loan once he or she is no longer pursuing a degree or certification at least at the half-time enrollment level. There also is a loan program where the parent is the borrower and begins repaying the loan while the student is still enrolled. All educational loans carry competitive interest rates and terms. Some include interest benefits, meaning the federal government pays the interest on the loan while the student is enrolled. Student loan repayment generally begins after the student is no longer enrolled half time. Multiple repayment plans provide the borrower with flexible repayment options. Selected loan programs include:

- Federal Direct Loan (subsidized and unsubsidized)
- Federal Perkins Loan
- Health Professions Student Loan
- Loan for Disadvantaged Students
- Nursing Student Loan
- Primary Care Loan
- Federal Direct PLUS Loan

First-time borrowers in the Federal Direct Loan Program must complete entrance counseling prior to the first loan disbursement. Directions for completion of this requirement can be found on the website of the Financial Aid Office at www.enrollment.vcu.edu/finaid/programs/loans/entrance_interview.html.

Grants and scholarships

Grants and scholarships are awarded without any expectation of repayment. The total dollar amount of available aid in the form of grants and scholarships is less than that of total dollar amount of loans. Most grants are reserved for students with the greatest financial need. Most scholarships are based on merit. Selected programs include:

Undergraduate programs

- Federal Pell Grant
- Commonwealth Award (CA)
- Virginia Guaranteed Assistance Program (VGAP)
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- VCU Scholarships
- Honors Scholarships
- Departmental Scholarships

Health profession programs

- Scholarships for Disadvantaged Students
- State Dental Practice Scholarships
- Virginia Medical Scholarships
- General Assembly Nursing Scholarships
- Departmental Scholarships

Work-study

Work-study is a form of financial aid that pays wages for work performed through employment. Work-study positions are located on campus and in approved locations off campus. Job listings are posted to the Career Center’s website at www.students.vcu.edu/careers.

Eligibility, availability and special circumstances

Eligibility for financial aid

Availability of financial aid for special programs

Special circumstances

Eligibility for financial aid

Most students are eligible for some type of financial aid regardless of family financial circumstances. Basically, to receive aid from any of the federal or state student aid programs, students must:

- Submit a Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA designating VCU (school code 003735) to receive FAFSA results.
- Demonstrate financial need, except for some loan programs.
- Have a high school diploma or a General Education Development (GED) Certificate.
- Be enrolled or accepted for enrollment to an eligible degree or certificate program.
- Be enrolled at least half time, six or more undergraduate credit hours (exceptions possible for Pell Grants) or five or more graduate credit hours.
- Be a U.S. citizen or eligible noncitizen.
- Have a valid Social Security number (unless from the Republic of the Marshall Islands, the Federated States of Micronesia or the Republic of Palau).
- Meet Satisfactory Academic Progress (SAP) standards as defined by the VCU Office of Financial Aid (the full VCU SAP policy is available on the Web at www.enrollment.vcu.edu/finaid/progress.html).
- Certify that federal and state financial aid will be used for educational purposes only.
- Not be in default on a federal student loan and not owe money on a federal student grant.
- Comply with Selective Service registration, if required.
- Not be convicted under federal or state law of sale or possession of illegal drugs.
Availability of financial aid for special programs

Summer studies
Limited financial aid may be available during the summer semester. Students interested in financial aid for the summer semester should view the VCU Summer Schedule of Classes at www.pubapps.vcu.edu/scheduleofclasses (posted in March) for more details.

Students interested in financial aid for summer terms must have a FAFSA on file with the Financial Aid Office and complete a summer aid application, available on the Financial Aid website.

Study abroad
Financial assistance is available to eligible students enrolled in approved study-abroad programs. All study-abroad programs must be coordinated through the Office of International Education at (804) 828-8471. Students should work with a financial aid counselor to coordinate aid for their study-abroad program. Information about financial aid and study abroad is available online at www.global.vcu.edu/abroad/students/funding/index.html.

Special circumstances
Financial aid eligibility decisions are made using federal, state and institutional regulations and policies. Students may appeal their award offers if special circumstances warrant a review. Reasons for an appeal might include one of the following documented circumstances:

- Loss or reduction of employment earnings.
- Disability or death of parent or spouse.
- Separation or divorce.
- Loss or reduction of untaxed income.
- Unusual medical expenses.
- Dependent and child-care expenses.

Any financial aid staff member can advise a student about the procedures on how to file an appeal.

Applying for financial aid

Application process
Priority filing dates
Applying after the priority filing date
Quality assurance

Application process
The financial aid application process for the academic year begins Jan. 1. All students are encouraged to complete and submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after Jan. 1, designating VCU (school code 003735) to receive the results. In order to reduce problems, errors and omissions on the FAFSA, students are encouraged to apply electronically using FAFSA on the Web (available online at www.fafsa.ed.gov). Once the FAFSA is filed, the federal processor will send the student a Student Aid Report (SAR) or electronic SAR Acknowledgment, and also will electronically send the information to the VCU Office of Financial Aid if VCU was listed as a school to receive the data. If additional information is needed to complete processing of the application, the VCU Office of Financial Aid will send the student a request for additional information. Responding promptly to such requests will ensure timely processing of the application. Once the review of FAFSA data has been completed, the Office of Financial Aid will send the student a Financial Aid Notification.

Priority filing dates
Certain financial aid programs, like federal grants, federal work-study and state grants, have limited funding — this means that there are more students eligible for the programs than there are funds available to award to them. Therefore, students should file the FAFSA as early as possible and reply to requests for additional information promptly to ensure consideration for this type of funding. The VCU Office of Financial Aid recommends electronically filing the FAFSA by March 1.

Students who do not have access to the Web may apply using the paper FAFSA, available through VCU, high schools, colleges and most public libraries. Those students completing a paper application should mail it to the federal processor by Feb. 1.

Students should complete the FAFSA using data from their completed tax returns. If necessary, they may use estimated tax return data in order to meet the VCU priority filing date but should be prepared to submit a copy of their completed tax returns and W2 forms to VCU as soon as possible. Students will receive their actual award letter after their FAFSA application data has been verified.

Applying after the priority filing date
Students can and should apply for financial aid even if they missed the priority filing date because they may still qualify for the Federal Pell Grant and Federal Direct Loans; their parents may qualify for Federal Direct PLUS Loans. If students have not applied for financial aid in a timely manner, they may want to participate in the VCU Installment Payment Plan, which budgets each semester’s bill over four payments. Information about this plan can be found on the Student Accounting Department’s Web site at www.enrollment.vcu.edu/accounting/payments.html.

Quality assurance
To ensure that information provided on the FAFSA is accurate, a student’s application may be selected for review at any time during an enrollment period, and the student will be requested to provide documentation that supports the information. By signing the FAFSA, a student (and the student’s parent or spouse, if applicable) agrees to furnish such documentation. If the documentation is not provided when requested, financial aid awards will be canceled and any funds already disbursed may need to be repaid.

Satisfactory Academic Progress (SAP)
The Office of Financial Aid will review all students who have applied for financial aid to be sure that they are making progress toward completion of their degree/certificate. The SAP review will be conducted at least once annually (typically at the end of the spring semester, or whenever the student submits a completed FAFSA). SAP is a combination of qualitative and quantitative components and is measured by:

1. Grade point average. Undergraduate students must maintain a cumulative GPA based on credit hours attempted (transfer and AP credit hours are included in total hours attempted) as noted below. Graduate students must maintain a 3.0 cumulative GPA as specified by their department.

   - 1 to 23 credit hours attempted: minimum 1.5 GPA
   - 24 to 53 credit hours attempted: minimum 1.8 GPA
   - 54 to 84 credit hours attempted: minimum 2.0 GPA
   - 85 or more credit hours attempted: minimum 2.0 GPA

2. Completion rate. The completion rate is measured by the number of credit hours earned divided by the number of credit hours attempted. All students who need financial aid funding must successfully complete at least 67 percent of all credit hours attempted (attempted hours include incompletes, withdrawals, repetitions, progress grades, continuance grades and noncredit remedial courses).

3. Overall progress toward degree/certificate. Overall progress is measured by the number of credit hours attempted divided by the number of credit hours necessary to complete the degree or certificate program. Students who need financial aid funding may attempt no more than 150 percent of the hours required to complete their degree or certificate program.

When students fail to meet SAP requirements they will receive suspension notices indicating that they are ineligible to receive further financial aid. Students whose eligibility for financial aid has been suspended may submit an appeal if mitigating circumstances prevented the student from maintaining SAP. However, there is no guarantee that the appeal will be approved. Please refer to the Office of Financial Aid Web site at www.vcu.edu/enroll/finaid for more details on SAP requirements and the SAP appeal process.

Federal financial aid refund policy
Students who receive federal Title IV grant or loan assistance and withdraw from VCU before completing 60 percent of the semester (as measured in calendar days) must have their eligibility recalculated based on the federal Return of Title IV Funds formula. This federal formula specifies that a students financial aid
Military educational benefits and programs

The available programs are listed below:

- Montgomery – GI Bill Active Duty (Chapter 30)
- Montgomery – GI Bill Selected Reserves (Chapter 1606)
- Reserve Education Assistance Program/Reap (Chapter 1607)
- Vocational Rehabilitation (Voc Rehab, Chapter 31)
- Veterans Education Assistance Program (VEAP, Chapter 32)
- Post 9-11 GI Bill (Chapter 33)
- Reserve Education Assistance Program/Reap (Chapter 1607)
- Tutorial Assistance Program
- VA Work-Study Program
- Virginia Military Survivors and Dependents Education Program
- Post 9-11 – Active Duty (Chapter 33)/Yellow Ribbon Program
- Yellow Ribbon Program
- Transferability of Benefit

Eligibility requirements

Eligible veterans/spouses/dependents must comply with the following requirements:

1. The veteran/spouse/dependent must be accepted into a degree or certificate program or be matriculating as a nondegree-seeking student for only two semesters before having to declare a major.

2. The veteran/spouse/dependent must request certification by completing and submitting VCU’s VA Education Assistance form after obtaining approval via signature of their academic adviser and registering for courses each semester and each summer session from the Veterans Affairs Office.

3. The veteran/spouse/dependent is eligible to use benefits for only those courses taken toward a degree, certificate program or as prerequisite courses (only two semesters).

4. The veteran/spouse/dependent is not eligible to use benefits for courses taken on an audit basis, or if eliminating a course previously taken and paid for by the VA to remove a punitive grade not counted in GPA calculations via VCU’s historical repeat option. The repeated course(s) will be paid for by the VA but the student will incur a debt to the VA for the course(s) eliminated from the student’s GPA. The VA does not pay for courses that earn no credit.

5. The veteran/spouse/dependent is responsible for ensuring that transcripts are submitted to the Veterans Affairs Office for transcript verification. The veteran/spouse/dependent is responsible for ensuring that transcripts are submitted to the Veterans Affairs Office for transcript verification.

6. The Veterans Affairs Office must be notified by the student/veteran/spouse/dependent if they change, add, drop, or withdraw from courses originally approved by the student/veteran/spouse/dependent’s academic adviser and certified by VCU’s Veterans Affairs coordinator/certifying official.

Academic regulations and general degree requirements

Students are responsible for knowing and fulfilling all general and specific degree requirements as described in this section.

It is the responsibility of all undergraduate students to be familiar with the Undergraduate Bulletin of record (the bulletin in effect at the time of official admission), as well as the academic regulations in individual school and department publications and on program Web sites; however, in all cases, the academic regulations and general degree requirements, as published on this Undergraduate Bulletin Web site, take precedence over individual program policies and guidelines.

Advising program

Individual student advising is an integral part of the VCU student’s academic program. Each degree-seeking student is assigned a faculty adviser who is available for academic and career advising. Nondegree-seeking students should contact the Bachelor of Interdisciplinary Studies and Nondegree-seeking Student Advising Program at (804) 827-UNIV (8648). For definitions of degree- and nondegree-seeking students, refer to the Categories of student enrollment section of this bulletin.

Additional assistance for all students is available from the Counseling Center and the Academic Career Center.

Current mailing address

Every VCU student is responsible for keeping a current mailing address on file with the Office of Records and Registration. Please verify your current address on eServices on the Web at https://my.vcu.edu.

If the student’s mailing address is not accurate, the student must submit in writing any change of address to the Office of Records and Registration, Harris Hall, 1015 Floyd Ave., P.O. Box 842520, Richmond, VA 23284-2520 or the Student Services Centers in Harris Hall or VMI Building.

All official mailings are sent to the permanent address on file in the Office of Records and Registration.

E-mail is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective and environmentally aware manner. Mail sent to the student’s VCU e-mail address may include notification of university-related actions, including disciplinary action. Students who use e-mail addresses other than their required name@vcu.edu e-mail address also must check their name@vcu.edu address frequently for official messages from the university.

Attendance regulations

The instructional programs at VCU are based upon a series of class meetings involving lectures, discussions, field experiences, special readings and reporting assignments. Therefore, it is important for each student to be in attendance on a regular basis. A student who misses a class session is responsible for completing all material covered or assignments made during the absence.
Instructors must clearly inform the student in the syllabus or in writing of the attendance requirements for each course and the corresponding consequences of poor attendance. Though the attendance requirements may vary widely from one course to another, students must abide by these requirements. Students cannot enroll in two courses that meet concurrently without written approval from the chair of each department involved.

Students having attendance problems should contact the instructor to explain the reasons for nonattendance and to discuss the feasibility of continuing in the course. If the student has fallen so far behind that the successful completion of the course is impossible, the student should withdraw from the course before the end of the first 10 weeks of classes.

If the student continues to miss class and does not officially withdraw from the course, the instructor may withdraw the student for nonattendance with a mark of “W” before the end of the first 10 weeks of classes or may assign an academic grade at the end. Withdrawals are not permitted after the end of the first 10 weeks of classes. For classes that do not conform to the semester calendar, the final withdrawal date occurs when half of the course has been completed. Withdrawal dates for summer session classes are provided on the summer Schedule of Classes Web site at www.pubapps.vcu.edu/scheduleofclasses.

Religious observances

It is the policy of VCU to accord students, on an individual basis, the opportunity to observe their traditional religious holidays. Students wishing to observe a religious holiday of special importance must provide advance written notification to each instructor by the end of the second week of classes. On these dates, instructors are encouraged to avoid scheduling one-time-only activities that cannot be replicated. Through such strategies as providing alternative assignments of examinations, granting permission for audio or video recordings or the use of the Internet, faculty members are expected to make reasonable academic accommodations for students who are absent because of religious observance.

Mandated short-term military training

Students called to report for mandated military training must provide advance written notification to each instructor several weeks in advance of training. Faculty members are expected to make reasonable academic accommodations for students who are absent because of mandated short-term military training (short-term is defined as several days not to exceed two weeks).

Student conduct in the classroom

The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studios and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to meet these objectives. If a student believes that the behavior of another student is disruptive, the faculty member should be informed.

If a faculty member believes that a students behavior is disrupting the class and interfering with normal instruction, the faculty member may direct the student to leave the class for the remainder of the class period. In such circumstances, the faculty member is the sole judge that the students behavior is sufficiently disruptive to warrant a temporary dismissal from the classroom. Disruptive behavior on the part of the student may result in the filing of formal charges under the Universitys Rules and Procedures document.

Classification of students

Academic programs

Full-time and part-time degree-seeking students, but not nondegree-seeking students, are classified by credit hours earned as follows:

- Freshmen: 1 to 23 credit hours
- Sophomores: 24 to 53 credit hours
- Juniors: 54 to 84 credit hours
- Seniors: 85 credit hours and more

Health science programs

Classification is determined by curriculum requirements for individual programs.

Categories of student enrollment

VCU provides a variety of ways in which a student may pursue a course of study.

- **Degree-seeking student**
- **Nondegree-seeking student**

Degree-seeking student

This student has fulfilled the admission requirements of the university and a particular school and is enrolled in a bachelor’s (four-year) degree program or a health sciences preparatory program. A degree-seeking student may engage in studies as either a full-time student (12 credits or more per semester) or as a part-time student, and may enroll for day and/or evening classes.

Furthermore, a degree-seeking student may pursue a program of study in one of the following ways:

1. **As a declared major in a school or college.** The student who declares a specific major when entering VCU begins a course of study leading to a degree in the declared major. (The student may change the major at a later date.)

2. **As an undeclared student.** Students who have not selected a specific major, may select the “undeclared” category. Students are advised through the University College along general academic lines so they may enroll in courses that will assist them in more clearly defining their academic objectives.

   - The advising program is flexible enough to suit the interest of any student, yet it is basic to a number of fields of study in different schools. During the first year of study, students are encouraged to investigate various fields until they find a major that suits their interests, needs and goals.

   - Students must define these goals and declare a major area of study no later than the semester in which they complete 60 credits, generally after two years of study.

Nondegree-seeking student

A student who meets the requirements for undergraduate eligibility may enroll for credit as a nondegree-seeking student in day and/or evening classes at VCU without seeking admission to a degree program.

Undergraduate nondegree-seeking students are advised about course selections and aided in educational and vocational planning by the University College. Such students are ineligible for financial aid.

Permission to enroll as a nondegree-seeking student does not ensure later admission as a degree-seeking student. Continuance in this status is dependent on academic performance, and nondegree-seeking students are subject to the continuation regulations stated in this chapter.

The undergraduate nondegree-seeking student may pursue course work in one of the following categories:

1. **As a nondegree holder.** This student has not previously earned a baccalaureate degree. The student may take a maximum of 11 credits per semester (part time).

2. **As a degree holder.** This student has previously earned a baccalaureate degree at VCU or another accredited institution and plans to pursue additional undergraduate course work. The student may take a maximum of 19 credits per semester.

3. **As a transient student.** This student is presently seeking a baccalaureate degree at another institution of higher education, is in good standing at that institution and plans to pursue a course of study at VCU for no more than two semesters with the intent of transferring the work back to the home institution to complete the degree. The student may take a maximum of 19 credits per semester and must present a letter from the home institution approving the student’s status as a transient student at VCU. (Refer to the Nondegree-seeking student guidelines section of this bulletin).
Credits earned as a nondegree-seeking student are recorded on the student’s permanent academic record. There is no limit placed on the number of credits that can be earned in this classification. Nondegree-seeking students who wish eventually to earn a baccalaureate degree at VCU are encouraged to seek admission to a degree program before accumulating 22 semester credits.

Nondegree-seeking student guidelines

Nondegree holders or degree holders who wish to take undergraduate classes are advised through the Bachelor of Interdisciplinary Studies and Nondegree-seeking Student Advising Program in the University College. Nondegree-seeking students must meet eligibility requirements (see Nondegree-seeking student guidelines section of this bulletin), are limited to a maximum of 11 credits per semester and are not eligible for financial aid. Nondegree-seeking degree holders (those students who already hold a baccalaureate degree) may take more than 11 credits, but also are not eligible for financial aid. Academic advisers assist nondegree-seeking students by providing educational planning and information about university resources and regulations. Nondegree-seeking degree holders who wish to register for graduate courses need to contact the specific academic department for advising. The University College is located in Hibbs Hall, 900 Park Ave., First Floor, P.O. Box 842002, Richmond, VA 23284-2002. Phone: (804) 827-8648. Fax: (804) 827-4511.

Nondegree-seeking student guidelines

The first time a student registers as a nondegree-seeking student, he or she must meet the following conditions of eligibility as appropriate to his or her status:

1. Be a high school graduate or GED holder for one year before the intended semester of entry, or
2. Be an applicant who meets established admission requirements, or
3. Be a transfer student who is eligible to return to the former institution or has been out of school for at least one year for a first suspension or five years for the second suspension incurred at any institution, or
4. Be a former VCU student who is eligible to return. If the student has been suspended from VCU for academic reasons, eligibility for future enrollment must be re-established in accordance with procedures outlined in the Readmission guidelines section of the “Admission to the University” chapter and the suspension policies outlined in this chapter, or
5. Be a bachelor’s degree holder taking undergraduate courses, or
6. Be an eligible transient student (A transient student must present, before or at the time of registration, a letter from the home institution, which states that the student is in good standing, has permission to study at VCU for transfer back to the home institution and which outlines the courses to be studied at VCU), or
7. Be a non-U.S. citizen who has been cleared through the Office of International Education.

Students are responsible for knowing the terms of eligibility and for stating that they are eligible for nondegree-seeking student status. The first time a student registers as a nondegree-seeking student, proof of eligibility is required. Students must provide a signed Certificate of Eligibility form, which is available online at www.enrollment.vcu.edu/ra. A student also may establish eligibility by providing verification of high school graduation, GED certification or verification that he or she is eligible to return to the previous institution of study.

If the student’s eligibility cannot be verified or if the student is found ineligible, the grade on the course taken is changed to no credit (NC). An administrative hold is placed on future registrations until eligibility is established.

Nondegree-seeking students who hold bachelor’s degrees are classified as DHG (degree-holder graduate) if they enroll in one or more graduate courses. DHG students are charged the graduate rate. Nondegree-seeking students who hold undergraduate degrees are classified as DHU (degree-holder undergraduate) if they enroll in all undergraduate courses. DHU students who enroll in 12 or more credits are charged at the full-time undergraduate rate. If they make changes to their course enrollment by the end of the add/drop period, their classification and charges change in accordance with these guidelines.

Degree-holding nondegree-seeking students enrolling in graduate courses should refer to the online Graduate Bulletin.

Nondegree-seeking students who plan to earn a degree eventually must apply for degree admission and, depending on their credentials, may be required to complete 15 credits with an earned GPA of 2.0, which includes a minimum of two courses (totaling six credits) required by their degree curriculum.

Students studying on foreign visas, because of U.S. immigration and naturalization regulations, are expected to enroll as full-time students and usually are not permitted to enroll as nondegree-seeking students.

Registration policies

Continuous enrollment

Student load

Full-time and part-time students

Academic overload

Credits allowable during summer sessions

Prerequisite enforcement

Audit registration

Concurrent registration

Change in registration

Cancellation of registration

During the add/drop period

After the add/drop period

Evening studies

Withdrawal from the university

Continuous enrollment

Students who withdraw from all courses after the first week of the semester are considered to have been enrolled for the semester. Students who do not attend VCU for three or more successive semesters excluding summer sessions must submit an application for readmission to the Office of Undergraduate Admissions. See the Undergraduate Readmission/Continuous Enrollment Chart for details on readmission and continuous enrollment. Students who have attended another institution and wish to return after the allowable absence period or who have been suspended since their last enrollment at VCU also must apply for readmission. This application must be completed and turned in before the application submission date for the semester in which the student plans to return. For health science programs, breaks in enrollment must be approved by the department.

Student load

Student load is the total number of credits for which a student is enrolled in any one semester. The semester credit is the quantitative unit by which courses are measured and is defined by the number of credit hours as found under general course information.

Full-time and part-time students

A student enrolled in 12 credits or more during any fall or spring semester is classified as full time. A student enrolled in 11 credits or less during any semester is classified as part time. Both full-time and part-time students may seek degrees at VCU. However, some curricula may require full-time status. For more information, see the Categories of student enrollment section of this bulletin.

Academic overload

A degree-seeking undergraduate student may take no more than 19 credits per semester without special permission. This maximum load excludes holiday intersession courses. More than 19 credits per semester constitute an academic overload and will incur course overload fees. Health science curricula requiring more than 19 credits per semester are exempt from this rule. See additional information on a course overload in the “Tuition and fees charges” section of this chapter.

The student’s adviser and academic dean may permit a student to attempt more than 19 credits in any one semester. An Overload Approval Form may be obtained from the Student Services Centers in Harris Hall or Sanger Hall, or online at www.enrollment.vcu.edu/ra.

Undergraduate nondegree-seeking students may take no more than 11 credits per semester. Overloads for nondegree-seeking students are not permitted. A nondegree-seeking student who wishes to take more than 11 credits must first be accepted as a degree-seeking student.
For information about credits earned concurrently at another institution, see Concurrent Registration below.

Credits allowable during summer sessions
Each summer course is designed to provide one semester’s work. With careful scheduling, it is possible for students to earn as many as 15 credits during the summer if course work extends over the full summer calendar. Students may not take more than 15 credits without special permission from the Summer Studies Office, which is located at Grace E. Harris Hall, Room 129, or phone (804) 827-4586.

Summer classes are intensive and demanding. Students experiencing academic difficulty should consider this advisory carefully before registering for summer classes.

Prerequisite enforcement
Qualified course prerequisites take the form of a course subject (HIST) and number (101). Unless otherwise specified, the minimum grade required to satisfy a stated course prerequisite is a D. These prerequisites are enforced at the time of registration and assume successful completion of any prerequisite courses for which a student is currently enrolled. A registration error message is returned if one or more qualifying course prerequisites are not met. Specific prerequisites for an individual course can be viewed via eServices by selecting the View Catalog Entry link. Before seeking override permission to enroll for a specific course, students and advisers are encouraged to view the eServices catalog entry. Students who are preregistered in a course with one or more prerequisites and subsequently fail to satisfy the prerequisite(s) will be removed from the course prior to the end of add/drop.

Audit registration
Class size permitting, a student may register for a course on an audit basis. A student may register for audit only during add/drop and late registration periods. Auditing a course means a student enrolls in a course but does not receive academic credit upon completion of the course. A student who registers on an audit basis is subject to attendance regulations of that class and may be administratively withdrawn by an instructor for a violation of class requirements for audit students, before or after the normal 10-week withdrawal deadline. A student who registers for audit may be subject to other course requirements at the discretion of the instructor. Audit students are charged the regular rate of tuition and fees. An audit course is counted as part of the student’s semester load for the purposes of full- or part-time enrollment status but not for the purpose of financial aid.

Concurrent registration
Students enrolled in degree programs need prior approval to take courses at other institutions to ensure credits earned concurrently at another institution are accepted for transfer at VCU. Before registration at the other institution, the student needs approval by his or her adviser, department chair, program head and academic dean. A Request to Take Courses at Another Institution form may be obtained from the Student Services Centers in Harris Hall or Sanger Hall, or on the Web at www.enrollment.vcu.edu/ra. Credits taken at another institution will not be counted toward enrollment level for financial aid purposes at VCU unless these courses are part of an approved articulation agreement that allows or requires courses to be taken at another institution.

Change in registration
Once a student has registered for classes, changes in registration must be made according to the procedures listed below. Whenever a student makes any change in registration, the student should keep a copy of the new schedule as verification of the change. Changes in registration may affect current and future financial aid. Students are advised to consult with a financial aid staff member before making any changes to their enrollment status. See the “Financial Aid” section of this bulletin for detailed information on financial aid.

Cancellation of registration
Cancellation of registration must be completed before the end of the add/drop period. To cancel registration, a student must drop all classes using one of the following methods: 1) in writing to the Office of the Registrar, 2) in person at the Student Services Center or 3) via eServices on the Web at https://my.vcu.edu.

Refunds are issued in accordance with procedures described under the refunds section in the “Tuition, fees and expenses” section of this bulletin. For readmission guidelines, consult the “Admission to the University” section of this bulletin.

During the add/drop period
Exact dates for add/drop periods before and during the first week of classes are listed in the university academic calendar at http://academiccalendars.vcu.edu. Changes in registration during the add/drop periods can be made on the Web. Courses dropped during add/drop periods do not show on a student’s permanent record. Changes from audit to credit or credit to audit must be made before the end of the add/drop and late registration periods and can be made at the Student Services Centers in Harris Hall or Sanger Hall.

After the add/drop period
After the add/drop period, students may not attend classes in which they are not registered. Students cannot add a course after the add/drop period. The university academic calendar, available on the Web at http://academiccalendars.vcu.edu, lists the date when add/drop ends.

Drops are not permitted after the add/drop period has ended. However, students may withdraw from classes in accordance with prescribed procedures. To officially withdraw from a class, a student must obtain and file the appropriate form with the Office of Records and Registration or utilize eServices.

If a student stops attending a class and fails to withdraw, a failing grade is usually given for that course. Withdrawals become a part of the student’s academic record with a mark of W. In classes that do not conform to the normal semester calendar, the final withdrawal date is when half of the course is completed.

For further information see Withdrawal from the university below. Students who withdraw from a course may be entitled to a refund. See the University refund policy in the “Tuition, fees and expense” section of this bulletin.

Evening studies
VCU day and evening programs are academically integrated, and credit earned in the evening program is identical to credit earned during the day. A student may register for courses in the evening as a degree-seeking or a nondegree-seeking student.

Withdrawal from the university
Students enrolled in health science programs should refer to school guidelines. Withdrawal may affect continued in health science curricula.

Students who withdraw from all classes during a semester must notify, in writing, the Office of Records and Registration before the end of the first 10 weeks of classes. Monroe Park Campus students may withdraw from all classes using eServices by the end of the first 10 weeks of classes. Failure to notify the Office of Records and Registration of intention to withdraw from all classes or to withdraw from all classes using eServices can result in the assignment of failing grades in all or some of the courses. The final withdrawal date for classes whose meeting dates do not conform to the semester calendar is the day when half of the course has been completed. Forms to withdraw from courses are available at the Student Services Centers in Harris Hall and Sanger Hall, or on the Web at www.enrollment.vcu.edu/ra.

A mark of W for withdrawn will appear on the student’s academic record for all courses. Charges are assessed and adjusted according to the University Refund Policy. See the University refund policy in the “Tuition, fees and expenses” section of this bulletin.

When extraordinary circumstances require that a student requests withdrawal after the final withdrawal date, the student must petition the Academic Regulations Appeals Committee for consideration of a waiver of this academic regulation. For further information, see the Appeal to waive an academic regulation, Academic Regulations Appeals Committee section of this bulletin.

Monroe Park Campus students who withdraw from all courses during a semester may attend the following semester without submitting an application for readmission. MCV Campus students should consult their program adviser prior to any withdrawals for academic or health-related reasons.

Also see Cancellation of registration above.
Medical withdrawal
A student may experience a medical condition that makes him or her unable to complete their studies once a semester is in progress. If this occurs before the add/drop period is over then the student should drop the class, and if it occurs after add/drop ends but before the last day to withdraw, then the student should withdraw from the class. This should be done using eServices or, if necessary, the dean’s office can assist with a drop or a withdrawal.

After the last day to withdraw but prior to the last day of classes per the academic calendar, the student may petition the dean (or dean’s designee) for a medical withdrawal from all courses. The student must present documentation of his or her medical condition that establishes a significant degree of impairment in continuing his or her studies. This documentation must include a letter, written on a letterhead, from a licensed health care provider that establishes the dates of treatment, the diagnosis and the degree of impairment that the condition has created. This letter should also provide the date when the student became unable to attend classes, or when the impairment was considered significant enough to affect academic performance. The dean (or dean’s designee) may at his or her discretion determine whether a medical withdrawal from all courses is appropriate. A medical withdrawal may only be granted for all courses taken that semester.

The student’s transcript will reflect a grade of W for all courses taken that semester. No special designation for medical withdrawals is made on the transcript, and tuition and fees are levied in the same manner as other withdrawals. (See University refund policy section.) Medical withdrawals may impact future financial aid in relation to Satisfactory Academic Progress.

If the student wishes to be withdrawn from selected courses only, or if the dean (or dean’s designee) denies the petition, or if the request is made after the last day of classes per the academic calendar, then the student may pursue the matter further by filing a petition for a retroactive withdrawal with the Academic Regulations Appeals Committee.

Degree options
Major
Concentration
Double major
Dual degrees
Second baccalaureate degree
Minor
Change of academic program (major, concentration, minor)

Major
A major is a student’s principal field of study. Majors are in specific disciplines or are interdisciplinary groupings of courses that are designed to make a coherent whole. The department or program administering the major specifies required and optional courses. VCU encourages students to select a major before they reach junior standing. Some majors require course sequences that necessitate earlier selection of the major in order to earn a baccalaureate degree within four years of full-time study.

The major becomes official only after the Office of Records and Registration has received the Change of Major/Minor Form signed by the appropriate school dean, department chair or program head. The major will appear on the student’s permanent record at the time of graduation.

The following minimum requirements are needed for completion of a major:

• At least 30 credits in the major area, at least half of which are at the 300 or 400 level.

• A GPA of 2.0 or higher in courses in the student’s major presented for graduation, unless the major specifies a higher GPA. Only credits taken at VCU are computed in the GPA.

• Any special conditions stipulated by the major.

Concentration
A concentration is a set of courses that provides structured study in a topic within the major. Concentrations require a minimum of nine credits, with a normal maximum of 15 credits. The department or program administering the concentration specifies required and optional courses. The concentration may be used to fulfill career needs or to facilitate in-depth investigation in a topic related to an area of interest to the student. The concentration becomes official only after the Office of Records and Registration has received the Change of Major/Concentration/Minor form signed by the appropriate school dean, department chair or program head. A concentration will appear on the student’s permanent record at the time of graduation. All courses in the concentration must be completed before graduation with a bachelor’s degree.

Double major
A double major is the concurrent fulfillment of the requirements of two majors. To earn a degree with two majors, the student must complete the courses required in each major, any collateral/prerequisite courses required for both majors and the general education requirements, including the University Core curriculum, of the primary major.

The primary major is the major that appears on the transcript as the degree awarded and the second major will appear as an accompanying note. One diploma is awarded and both majors will appear on the student’s academic record.

The double major becomes official only after the Office of Records and Registration has received the Change of Major/Minor Form signed by the appropriate school dean, department chair or program head.

Dual degrees
Dual degrees are the concurrent fulfillment of the requirements of two majors and two degrees. To earn dual degrees, the student must fulfill all the requirements of the degree programs in both majors, the general education requirements of the primary degree, including the University Core curriculum, and complete an additional 30 credit hours above the minimum hour degree requirement of the primary degree.

Second baccalaureate degree
A student who already has earned a baccalaureate degree from VCU or another institution and wishes to earn a second baccalaureate degree at VCU must complete the admissions process outlined in the “Admission to the University” chapter of this bulletin.

Students who have earned a baccalaureate degree at another regionally accredited institution but who wish to acquire a second baccalaureate degree from VCU will be considered to have fulfilled the University Core Curriculum as well as the University General Education Requirements for the second degree. Such students will be expected to meet all college, school and departmental requirements.

Students seeking a second baccalaureate degree must earn, at VCU and after acceptance into the second baccalaureate degree program, a minimum of 30 additional credits applicable to the second degree program. Each additional baccalaureate degree pursued requires an additional 30 applicable credits. Prior to undertaking the second degree, students must have their accumulated credits evaluated and approved by the Transfer Center.

In addition, students must meet the degree requirements for all undergraduate students as found in this section of the bulletin.

Minor
A minor is a set of courses analogous to and named for an existing major or discipline, or an interdisciplinary grouping of courses not represented by a major. Although a minor is not required for completion of most degree programs, a student may elect an approved minor. Minors require a minimum of 18 credits, with a normal maximum of 21 credits. Unless approved by the University Undergraduate Curriculum Committee, at least nine of the credits in a minor must be in 300-level or higher courses, unless a greater number is specified. Students must achieve a minimum GPA of 2.0 in designated course work in order to earn the minor. The department or program administering the minor specifies required and optional courses. The minor may be used to fulfill career needs or to facilitate in-depth investigation in a discipline of secondary interest to the student.

The minor becomes official only after the Office of Records and Registration has received the form signed by the appropriate school dean, department chair or program head. A minor will appear on the student’s permanent record at the time of graduation if the student has completed all requirements for the minor and has submitted a Graduation with Minor Application Form with the application for graduation. All courses in the minor must be completed before graduation with a bachelor’s degree. The Graduation with Minor Application Form is available at the Student Services Center in Harris Hall or in Sanger Hall, and online at www.enrollment.vcu.edu/ur/.
Change of academic program (major, concentration, minor)

Before initiating a change of major, concentration or minor, students should contact the office administering the program of study to carefully review the requirements and prerequisites. In certain programs — including those in the schools of the Arts, Business, Education, Mass Communications and in the Bachelor of Interdisciplinary Studies program — a candidate must fulfill additional requirements before authorization to enter the program is granted. Credits previously earned at VCU or at another university may or may not be applicable to the new academic program.

The academic program change becomes official after the Office of Records and Registration has received authorization from the appropriate school dean, department chair or program head. Changes in academic program may occur for the current semester only through the add/drop period. Changes processed after the add/drop period are effective for the following fall or spring semester, and changes processed during the summer sessions are effective for the following fall semester.

Students currently enrolled in an MCV Campus program who wish to change to a curriculum on the Monroe Park Campus should follow the process mentioned above. Such students are subject to the continuance policy of the Monroe Park Campus after the academic program change has occurred. Students currently enrolled in an MCV Campus undergraduate program who wish to change to another MCV Campus undergraduate curriculum must go through the admission process outlined in the "Admission to the University" chapter of this bulletin.

Undergraduate degree-seeking students who wish to enter a graduate or professional program must go through the admission processes outlined in the Graduate or Professional Programs bulletins online. Students enrolled in a graduate or professional program of study at VCU who wish to return to a previous undergraduate program in which a degree has not been awarded may do so through a change in academic program as outlined above. Such students should consult the Graduate or Professional Programs bulletins regarding the process for withdrawing from their current graduate or professional program of study. If a degree already has been awarded in an undergraduate program of study, graduate or professional students must go through the admission process to re-enter an undergraduate program as outlined in the "Admission to the University" chapter of this bulletin.

Nondegree-seeking students intending to enter a degree-seeking status must go through the admission process outlined in the "Admission to the University" chapter of this bulletin or the admission processes outlined in the Graduate or Professional Programs bulletins online.

Degree requirements for all undergraduate students

Effective bulletin

Upper-level courses

GPA requirements

Total credits

25 percent rule

The degree requirements that must be fulfilled by all degree-seeking students are listed below. For additional degree requirements, students must consult the school and major departmental sections of this bulletin.

In order for a student to be awarded a diploma, he or she must resolve any outstanding charges owed to the university. The university does not guarantee the award of a degree or a certificate of satisfactory completion of any course of study or training program.

The university reserves the right to revoke any degree, certificate or other university recognition for cause. In addition, any time following the award of a degree, certificate or other university recognition, the university reserves the right to take appropriate action, including, but not limited to, the revocation of such degree, certificate or other university recognition, on the basis of academic misconduct discovered subsequent to, but which occurred prior to, the awarding of the degree, certificate or other university recognition. More specifically, when an action that constitutes a violation of the VCU Honor System leads to a finding that invalidates a major piece of work required for a degree, certificate or other university recognition so that the validity of the degree, certificate or other university recognition is jeopardized, the student or former student will be subject to a sanction that may include (a) rejection of a thesis, dissertation or other work, (b) revocation of a certification or other university recognition or (c) revocation of a degree.

Effective bulletin

The bulletin for the academic year a student enters or re-enters a degree program identifies the curriculum degree requirements for that student. Students in continuous enrollment may fulfill the curriculum degree requirements of the bulletin for the year they entered VCU or choose to be subject to the curriculum degree requirements articulated in a subsequent bulletin. Subsequent bulletins can be chosen throughout a student’s academic career. In either case, students must fulfill all curriculum degree requirements listed in the bulletin they choose.

A student’s effective bulletin will remain in effect until the degree is awarded. Change in academic program (major, concentration, minor) will not result in a change in effective bulletin unless the student chooses to be subject to the curriculum degree requirements articulated in a subsequent bulletin.

Students readmitted to the university will fall under the bulletin in effect at the time of readmission. At the discretion of the school dean, department chair or program head, degree requirements may be waived and/or previously taken courses may be substituted for requirements in effect at the time of readmission.

Upper-level courses

A minimum of 45 credits in 300- to 500-level courses or the equivalent is required for a bachelor’s degree.

GPA requirement

A cumulative GPA of 2.0 (grade C) or better is required in order to receive a baccalaureate degree. Only credits taken at VCU are computed in the GPA.

Some programs may require a higher cumulative GPA. Students should consult the section of this bulletin that deals with their major for any GPA requirements above the university’s 2.0 minimum.

Total credits

The minimum semester credits for any undergraduate VCU degree is 120. The total number of semester credits required for graduation depends on the student’s major and area of concentration. Specific information on total credit requirements is detailed under individual degree program descriptions in this bulletin.

25 percent rule

Degree candidates must complete at least 25 percent of the credit semester hours required for their bachelor’s degree program at VCU, including at least 30 of the last 45 credits. Active-duty service members, reservists and National Guardsmen may complete the minimum of 25 percent of their degree requirements at any time while enrolled at VCU and are exempt from the “30 of the last 45 credits” requirement. Other exceptions to this rule may be granted by the Academic Regulations Appeals Committee (See www.provost.vcu.edu/pdfs/AcademicRegulationsAppealsCommitteeGuidelines.pdf). If the Academic Regulation Appeals Committee approves the request for a waiver, the approved credits must be completed within three years from the time of the waiver.

During a student’s last 45 credits at VCU, transfer credits attempted elsewhere must be approved in advance by the appropriate school dean, department chair or program head via the “Request to Take Courses at Another Institution” form, available online at www.enrollment.vcu.edu/rar.

This requirement does not apply to students who participate in VCU-sponsored programs abroad or who earn course credit at a cooperating university through VCU domestic and international university exchanges or who are pursuing an undergraduate certificate independently of a baccalaureate degree.

General course information

Credit hour

Course numbering system

Course interpretation

Credit hour

A credit hour is defined as a reasonable approximation of one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a
different amount of time. Credit is based on at least an equivalent amount of work for other academic activities including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours and is established by individual programs. This definition represents the minimum standard. Student time commitment per credit hour may be higher in individual programs.

Course numbering system

All schools and programs within VCU use the following course numbering system. All course numbers consist of three digits (XXX). The first digit relates to the course level as follows:

0XX – Noncredit courses
Courses with these numbers are offered for students to make up deficiencies in previous training or to improve certain basic skills.

1XX and 2XX – Undergraduate, lower level
Courses offered primarily for undergraduate students and may not be used for graduate credit, although graduate students may be required to register for courses at this level to gain a necessary foundation for other course work.

3XX and 4XX – Undergraduate, upper level
Courses offered for advanced undergraduates and usually constitute the major portion of specific program work leading to the baccalaureate degree. On occasion, students will be advised by their graduate advisers to enroll in 4XX courses for prerequisite work. Graduate programs can require that 400-level courses be taken, but credit in these courses cannot count toward the graduate degree or in the graduate GPA.

5XX – Introductory graduate courses
Graduate students enroll for credit in these courses through the normal graduate advising system. Departments may limit the number of 500-level courses applicable to a graduate degree program. Advanced undergraduates may enroll in these courses for credit with consent of the offering department. Credit is applicable toward only one degree unless a student is admitted to a course of study that allows a defined number of shared courses.

5XX – First year, first-professional (dentistry, medicine, pharmacy and physical therapy) courses
Normally open to students enrolled in the D.D.S., D.P.T., M.D. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the University Graduate Council for graduate credit.

6XX, 7XX and 8XX – Graduate courses
Graduate students enroll for credit in these courses through the normal graduate advising system. Credit is applicable toward only one degree unless a student is admitted to a course of study that allows a defined number of shared courses.

6XX and 7XX – Professional graduate courses
6XX: second year, first-professional [dentistry, medicine, pharmacy and physical therapy (second and third year)] courses normally open only to students enrolled in the D.D.S., M.D. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the Graduate Council for graduate credit.

7XX: third and fourth year, first-professional (dentistry, medicine and pharmacy) courses normally open only to students enrolled in the D.D.S., M.D. and Pharm.D. programs. Certain courses of this group may be designated by the department and approved by the Graduate Council for graduate credit.

Course interpretation

A single-number listing for a course, such as HIST 101, 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, 202, are designated as semester courses. They 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, are designated as a continuous course. They 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 “Z” denote credit-bearing laboratories.

The university reserves the right to withdraw any course or program.

Grading and marking system

Evaluation and final grade reports
Students are encouraged to discuss their progress in courses with their instructors, especially before the withdrawal deadline.

University policy requires faculty to provide students with feedback about their academic performance before the semester or class withdrawal date. Although such feedback does not always take the form of a letter grade, grades do provide a clear indication of class progress.

Students who do not attend class are responsible for dropping or withdrawing from class during the established dates. Exceptions to this policy are made only in rare instances. Requests for an exception must be filed with the Academic Regulations Appeals Committee within three years of the semester of enrollment.

Grades are available via the Web through eServices at https://my.vcu.edu.

Grades and grade points

VCU course work is measured both in terms of quantity (semester hours of credit) and quality (grades). Grades are assigned according to a letter system. Each letter is assigned a grade-point value. These letter grades and their respective meaning and grade-point values follow:

<table>
<thead>
<tr>
<th>Grade letter</th>
<th>Meaning</th>
<th>Grade-point values per semester credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>FI</td>
<td>Incomplete changed to fail</td>
<td>0.0</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
<td>(_ )</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>(_ )</td>
</tr>
<tr>
<td>CO</td>
<td>Continued</td>
<td>(_ )</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>(_ )</td>
</tr>
<tr>
<td>H</td>
<td>Honors</td>
<td>(_ )</td>
</tr>
<tr>
<td>HP</td>
<td>High Pass</td>
<td>(_ )</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>(_ )</td>
</tr>
<tr>
<td>IB</td>
<td>International Baccalaureate</td>
<td>(_ )</td>
</tr>
<tr>
<td>IM</td>
<td>Incomplete Military</td>
<td>(_ )</td>
</tr>
<tr>
<td>M</td>
<td>Marginal</td>
<td>(_ )</td>
</tr>
<tr>
<td>NC</td>
<td>Administrative grade with no credit</td>
<td>(_ )</td>
</tr>
<tr>
<td>NR/NG</td>
<td>Administrative grade assigned when no grade is submitted by the instructor</td>
<td>(_ )</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>(_ )</td>
</tr>
<tr>
<td>PR</td>
<td>Progress</td>
<td>(_ )</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer credit</td>
<td>(_ )</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>(_ )</td>
</tr>
<tr>
<td>WM</td>
<td>Withdrawn Military</td>
<td>(_ )</td>
</tr>
<tr>
<td>DN</td>
<td>D grade excluded from GPA</td>
<td>(_ )</td>
</tr>
<tr>
<td>FN</td>
<td>F grade excluded from GPA</td>
<td>(_ )</td>
</tr>
</tbody>
</table>

Grades and grade points

Grades and grade points follow:

- A
- B
- C
- D
- F
- FI
- AP
- AU
- CO
- CR
- H
- HP
- I
- IB
- IM
- M
- NC
- NR/NG
- P
- PR
- TR
- W
- WM
- DN
- FN

Evaluation and final grade reports

Grades and grade points

Grade-point average

Repeated courses

Grade exclusion policy

Change of grade
Grades designated by a blank, ( ), in the grade-point column are not considered in the computation of grade points earned or GPA.

The above scale is known as a four-point grading system since 4.0 is the highest grade point assigned. The number of grade points earned is computed by multiplying the grade-point value for the letter grade times the number of semester credits for the course. For example, a student who receives an A (four grade points) in a three-credit course earns 12 grade points.

The E notation, when following a letter grade, means that the course has been repeated and the grade and earned hours are excluded from the GPA. Letter grades preceded by an X are not computed in the GPA. Grades of D or F may be assigned by the Honor Council and the grade is computed in the GPA. However, a grade of W may be assigned by the Honor Council and is not computed in the GPA. In both cases a notation will be made on the academic transcript detailing the Honor Council assignment.

Mark of audit (AU)
Courses assigned the AU grade will not be computed into the GPA.

Mark of continued (CO)
The mark of CO may be assigned as an interim mark for those courses that run over more than one grade reporting period. The CO mark indicates the course is not expected to be completed in a single semester and that the student must reregister for the course in the following semester. Upon departmental notification, CO marks for courses not reregistered for in the following semester are converted to F grades. Upon completion of the course, a final grade is assigned for that semester and the previous CO mark(s) remain. This mark may be assigned only in courses approved for such grading. Courses assigned the CO grade will not be computed into the GPA.

Mark of credit (CR)
Courses assigned the CR grade will not be computed into the GPA.

Mark of honors (H)
Courses assigned the H grade will not be computed into the GPA.

Mark of high pass (HP)
Courses assigned the HP grade will not be computed into the GPA.

Mark of incomplete (I)
When circumstances beyond a student’s control prevent the student from meeting course requirements at the end of the semester, the student may request the instructor to assign the mark of I for that semester. If in agreement with this request, the instructor fills out an Incomplete Grade Assignment Form bearing the student’s signature. A grade cannot be changed to I after the deadline for grade submissions.

The time limit for submission of all course work necessary for removal of an I given during the fall semester is 30 calendar days after the beginning of the following spring semester. For I grades given during the spring semester or summer session, all course work must be submitted within 30 days after the beginning of the following fall semester.

These deadlines may be extended if the student requests that extension in writing and is granted approval by the instructor and the dean of the school in which the course was offered.

Courses assigned the I grade will not be computed into the GPA. Upon expiration of the deadline, an FI will be given automatically for any incomplete that has not been changed to a grade.

Mark of incomplete military (IM)
See the Defense crisis tuition relief, refund and reinstatement guidelines in the “Tuition, fees and expenses” section of this bulletin. Courses assigned the IM grade will not be computed into the GPA.

Mark of marginal (M)
Courses assigned the M grade will not be computed into the GPA.

Mark of pass (P)
The mark of P may be assigned only in courses approved for such grading. This grade denotes satisfactory completion of course requirements. If course requirements are not met satisfactorily, a grade of F is assigned. Courses assigned the grade of P are not computed in the GPA. However, courses assigned the grade of F are computed in the GPA.

Mark of progress (PR)
A PR is assigned as an interim grade for certain continuing course requirements that run over the grade reporting periods. The mark of PR may be assigned only in courses approved for such grading. Courses assigned the PR grade will not be computed into the GPA.

Mark of withdrawn (W)
The mark of W indicates the student has officially withdrawn from the course or has been withdrawn for nonattendance. Students should refer to any school- or course-specific policies related to withdrawal dates. The last day to withdraw for the fall and spring semesters is the end of the 10th week of classes. Summer session students should check the summer Schedule of Classes for withdrawal dates.

Courses assigned the W grade will not be computed into the GPA. For further information see the Withdrawal from the university section of this bulletin.

Mark of withdrawn military (WM)
Courses assigned the WM grade will not be computed into the GPA. See the Defense crisis tuition relief, refund and reinstatement guidelines in the “Tuition, fees and expenses” section of this bulletin.

Grade-point average
The GPA is computed by dividing the number of grade points earned at VCU by the number of credit hours attempted at VCU. The grades of accepted transfer courses are not included in the computation of the VCU GPA. However, transfer grades are included in the computation of laudatory graduation honors.

Repeated courses
Because some programs do not allow students to repeat courses, any student planning to do so must first consult with his or her adviser, department chair or program head.

The semester credits attempted and the grade points earned for all attempts are included in computing the cumulative GPA. No matter how often a course is repeated, it may be counted only once as credits presented toward graduation.

If a student repeats a course in which a D or F was earned on the first attempt, the student can file the Historical Repeat Course Option form at any time during a semester prior to the awarding of the undergraduate degree. This form must be filed before the last week of classes in any semester so the cumulative GPA can be adjusted at the end of that semester. It is available online at www.enrollment.vcu.edu/raar.

In the case of courses that are no longer offered at VCU, students may take the established equivalent course at VCU and file the Historical Repeat Course Option form as described in the previous paragraph.

The grade is not excluded until the request is made. If, however, more than one D or F grade is received in the same course, only one of these grades will be excluded from the computation of the cumulative GPA.

Grades for all attempted courses remain on the student’s permanent record. Students may not repeat courses for which they have previously received transfer credit. A repeated course may be counted only once toward credits necessary for graduation. Before repeating a course, the student should consult with the adviser, department chair or program head.

Initiating the repeated course option by using the Historical Repeat Course Option form will not result in a change in previously earned academic statuses (warning, probation, suspension). Students who choose to repeat a course must do so before the awarding of their undergraduate degrees from VCU, or from any other college to which VCU course work is transferred. The student’s GPA at graduation will not be affected by repeating a course at any time after graduation.

Students who are eligible to file a historical repeat on a course that would change their academic standing have until the end of the add/drop period the following semester to file an ARAC petition with their school/college ARAC representative to request that the academic status be changed. Once the add/drop period the following semester has passed the student can still submit the historical repeat and have the grade point average changed, but the academic status will not be changed. For courses taken in the spring semester, the following semester is the summer session and the petition must be filed within one week (seven days) of when the first summer session starts.

Grade exclusion policy
This policy is applicable to former students enrolled in any undergraduate program at the university who:
1. Have not enrolled at VCU for five years or more
2. Are now entering an undergraduate program

3. Earn at least a 2.0 GPA on the first 12 semester hours completed upon return

Under this policy, eligible students may request that D and F grades previously earned at VCU be excluded from their total credits earned and GPA computation for the purpose of meeting scholastic continuance and graduation requirements.

All earned grades, including those excluded D and F grades, remain on the student’s academic record. Excluded grades must be approved by the student’s major department chair and by the dean of the school.

Initiating the grade exclusion option will not result in a change in previously earned academic statuses (warning, probation, suspension). Grades of DN and FN indicate that the letter grade is not computed in the GPA.

The grade exclusion policy may be used only once during a student’s enrollment at VCU and cannot be revoked by the student after approval is granted. A student who chooses to use this policy must do so before the awarding of his or her undergraduate degree.

Change of grade

A final grade may be corrected by the faculty member with proper submission of the Change of Grade Form to the chair of the department in which the course was taught. The chair will forward the form to the school’s dean, who will send it to the Office of Records and Registration. For grades awarded in the fall semester, the change of grade must be submitted by the department chair no later than 30 calendar days after the beginning of the following spring semester. For grades awarded in the spring semester or summer, the change must be submitted no later than 30 days after the beginning of the following fall semester. However, a change of grade that affects the student’s academic eligibility to enroll must be made during the add/drop period in the semester or summer session in which the student plans to continue attendance.

Grade review procedure

Initiating an appeal

Mediation

Grade review committee

Grade review hearing

Undergraduate and graduate students of VCU have a right to appeal course grades they consider to have been arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements and procedures of the course stated in the syllabus or guidelines for assignments. Grades determined by actions under authority of the VCU Honor System may not be appealed through this procedure, nor may dismissals that have occurred as a result of correctly derived course grades.

Though the faculty has the responsibility for assigning grades on the basis of academic criteria, such grade designations can sometimes raise conflicts. Thus, while affirming the importance of maintaining standards of excellence and the integrity of the teaching/learning process, the university and its faculty also recognize that, on occasion, grades may be inappropriately assigned. Should such conflicts occur, students have a right to be fairly heard. When discrepancies occur concerning the grading process, the welfare and integrity of both faculty and students are equally important. This document is in no way intended to compromise the work of the faculty.

The faculty member (or members, in the case of a jointly taught course) bear the formal requirements of the course and the weights that will be employed in determining the final course grade. The faculty member(s) shall apply relevant grading criteria uniformly to all members of the class.

Grades received through the grade review procedure are final and may not be appealed.

Initiating an appeal

When a student has evidence that a final grade has not been assigned in accordance with the stated criteria, the student shall discuss it first with the faculty member. The faculty member will explain how the final grade was determined. If the student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the chair of the department in which the course was taught. Students appealing grades assume the burden of proof. The appeal shall state and support with all available evidence the reasons why the student believes the grade should be changed. For grades awarded for the fall semester, the written intent to appeal must be submitted no later than 14 calendar days after the beginning of the spring semester. For grades awarded for the spring semester or summer sessions, the written intent to appeal must be submitted no later than 14 calendar days after the first day of the fall semester. For schools that have a summer session or other less common sessions, school policies may specify other deadlines to ensure a timely appeal. Appeals submitted after the deadline will be heard only in exceptional cases, as determined by the appropriate vice president.

The grade issued by the faculty member shall remain in effect throughout the appeal procedure. In instances in which the failing grade is in a prerequisite course in which safety or well-being of clients, patients or the public is involved, the student shall not be allowed to enroll in the subsequent courses in which safety and well-being may be at issue until and unless the appeal is resolved in the student’s favor. In these cases, the student who wishes to appeal is advised to do so as soon as possible and it is the responsibility of the school to move the appeal process expeditiously.

Mediation

The chair of the department shall attempt to mediate an amicable solution within two weeks of receipt of the written appeal. If the complaint is not resolved, the chair shall forward the student’s appeal to the dean (or appropriate associate/assistant dean)* of the school in which the course was taught. The chair also shall submit to the dean in writing the recommendation made to the two parties regarding the appropriateness of the grade. If the grade being appealed was assigned by the chair of the department, the dean shall assume the mediation responsibility. If the grade being appealed was assigned by the dean, the mediation responsibility will fall to the appropriate vice president.

* In instances in which the dean of the school chooses for the appropriate associate/assistant dean to manage the grade appeal, the term “associate/assistant dean” may be substituted for the term “dean” throughout this document.

Grade review committee

The dean shall form a grade review committee and designate the chair. The committee has the option of either raising the grade or leaving the grade unchanged.

The committee shall consist of one non-voting faculty chair, two faculty members and two students selected by the dean from disciplines whose methods and techniques of teaching and testing are as similar as possible to those of the discipline of the course in question. If the course is multidisciplinary and the instructor(s) whose grade is being appealed does not belong administratively in the school in which the course was taught, the committee shall have at least one of the faculty members from the instructor’s school.

Either party may challenge the committee’s membership for cause within a week of being informed of the membership. The dean shall determine if there is sufficient cause to remove the challenged committee member.

The committee shall meet initially to examine the written appeal and the department chair’s recommendation. It can require the faculty member(s) to turn over to the committee grade records for that class or section and any tests, papers and examinations by students of that class that they may possess. The committee may require the student bringing the appeal to turn over all tests, papers or other evaluations that have been returned and all existing evidence that an improper grade was awarded. The committee shall disregard any claim that a test or paper that has been returned to a student was unjustly graded unless that test or paper is produced for the committee’s inspection.

After examining the materials, the committee may, by a majority vote, decline to hear an appeal that it judges to be patently without merit. Otherwise, the committee will authorize its chair to arrange a date for a hearing. The chair of the committee shall meet with each party prior to the hearing to explain the rules and procedures of the hearing.

Grade review hearing

Grade appeal hearings will be open, closed or partially open (i.e., a few close associates of each party may attend) by agreement of the appealing student and the faculty member(s) and the chair of the committee of the appealing student. In case of disagreement, the committee shall decide. The chair has the option to declare closed an open or partially open hearing in cases of disruption or in order to ensure necessary confidentiality.
Both parties may have with them an adviser of their choice (who may not be an attorney), with whom they may consult but who will not participate in the questioning of witnesses and presentation of evidence unless the opposing party and chair agree to it. The committee shall ask any member of the VCU community whose testimony it deems relevant to be available at an agreed-upon time to give testimony.

Either party may present additional witnesses as long as they remain within their allotted time and their testimony is directly relevant to the course at issue. Performance in other courses is not relevant. Witnesses other than the appealing student and the faculty member(s) shall be excluded from the hearing except when testifying. A hearing shall begin with the student outlining the reasons for the appeal and all evidence that exists of an improper grade. The faculty member(s) shall then explain the criteria used for the original grade assigned. Each party will have a time period not to exceed two hours in which to present a position.

The committee shall determine in executive session whether the grade was justified according to the course in which the grade was given. If the evidence is that the grade was determined according to the stated objectives, criteria and grading procedures of the course, the committee shall uphold the grade. The committee should also take into account that purposes, methods, requirements and grading criteria differ from course to course and that difference is a legitimate characteristic of a university and its faculty. Further, the grade in some courses may be partly or solely determined by a faculty member’s professional judgment, which in itself cannot be overturned without evidence that the judgment was arbitrarily or capriciously rendered. The committee shall consider (a) whether the faculty member(s) articulated the criteria to be used (some criteria may be implicit within the discipline), (b) whether those criteria were actually used to determine the final grade and (c) whether the results of the evaluation were communicated to the student.

No grade may be changed except by a vote of at least three out of four voting members. When the committee has reached a decision, the committee chair shall submit to the dean in writing the decision and the reasons for it. The dean shall communicate in writing the decision of the committee to the appealing student, faculty member(s) and the department chair. If the grade has been changed, the dean also shall notify the registrar.

The evidence, proceedings and the final decision of the committee shall remain confidential. All documents shall be held in a confidential file by the dean for one year. The party from whom a document was obtained may request that it be returned at the end of the year. All documentation not returned shall be destroyed by the dean one year later.


Please note: Any student who has questions about initiating an appeal using the grade review procedure should call the office of the dean of his or her school or college.

Transcripts

A transcript is a copy of the student’s academic record. All official transcripts are embossed with the university seal.

Official transcripts of student academic records are issued by the Office of Records and Registration only upon the written request of the student. Due to federal privacy laws, a signature is required to release a transcript; therefore the office cannot fulfill e-mail or telephone requests for transcripts. The request should be made at least one week before the transcript is needed. All transcripts are $5 each. Currently enrolled students can obtain unofficial copies of transcripts via the Web using myVCULogin at https://my.vcu.edu.

An official transcript is issued only after the student has paid all university bills. Transcript requests signed by the student may be submitted in person at the Student Services Center in Harris Hall, 1015 Floyd Ave., in Room 1100 on the Monroe Park Campus, or in VMI Building, 1000 E. Marshall St., in Room 323 on the MCV Campus; or submit by mail to the Office of Records and Registration, P.O. Box 842520, Richmond, VA 23284-2520 (for the Monroe Park Campus), or Office of Records and Registration, P.O. Box 980277, Richmond, VA 23298-0277 (for the MCV Campus). Students and recent alumni may request an official transcript and pay by credit card by logging in to eServices and following the links to “Student/Student Records.”

Continuance in academic programs

Monroe Park Campus programs

Definition of good standing
Academic warning
Academic probation
Academic suspension

MCV Campus programs

Definition of good standing
A student who is enrolled at VCU is in “good standing” until such time the student is placed on academic warning, probation or suspension. Students should consult their program of study regarding specific academic standards constituting good standing in the program.

Academic warning
A student is placed on academic warning when the student’s cumulative GPA falls below 2.0 (grade C) at the conclusion of any semester of attendance — fall, spring or summer. Notification of warning appears on the student’s academic record. A degree-seeking student on academic warning may not enroll in more than 14 credits per semester of attendance except under unusual circumstances and with the permission of the dean or designee of the school or college in which the student is enrolled. A nondegree-seeking student on academic warning may not enroll for more than 11 credits per semester of attendance. A student remains on academic warning for one semester of attendance, at the end of which time the student must obtain a cumulative GPA of at least 2.0. Failure to achieve this GPA results in academic probation.

Academic probation
A student is placed on academic probation when the student’s cumulative GPA falls below 2.0 for two successive semesters of attendance, including summer sessions. Notification of probation appears on the student’s academic record. A degree-seeking student on academic probation may not enroll in more than 13 credits per semester of attendance. A nondegree-seeking student on academic probation may not enroll in more than 11 credits per semester of attendance. Students on academic probation are expected to improve their cumulative GPA by achieving a semester GPA of 2.0 or better during each semester of attendance. A student who achieves a cumulative GPA of at least 2.0 is removed from academic probation. Failure to achieve a 2.0 semester GPA while on probation results in academic suspension.

Academic suspension
A student is placed on academic suspension when the student’s cumulative GPA falls below 2.0 for two successive semesters and the following semester of attendance GPA falls below 2.0.

Notification of suspension appears on the student’s academic record. The student also receives a letter from the Office of Records and Registration stating the conditions of the suspension. Academic suspension indicates the student has a record of continued unsatisfactory progress.

A student on a first academic suspension may not enroll at the university for two consecutive semesters, including the summer session. Course work taken at another institution while the student is under academic suspension from VCU is considered part of the criteria for readmission, but the course work is not used to increase the VCU cumulative GPA. If the student is readmitted, the course work will be evaluated according to regular procedures.

A student may apply for readmission to VCU for the semester following completion of the suspension period. A student readmitted after suspension enrollment under the academic probation status is and is subject to the provisions of that status. If a student readmitted after suspension fails to obtain a semester GPA of 2.0 in any semester before achieving a cumulative GPA of at least 2.0, the student is placed on a five-year suspension. The student may be considered for readmission after a minimum five-year separation from VCU.

DegreeWorks
Although a student may be approved for readmission to VCU, the student is not automatically eligible to receive federal or state financial aid. See the “Financial Aid” section of this bulletin for information about Satisfactory Academic Progress (SAP) standards and suspension of aid eligibility. Detailed information about the SAP appeals process can be found on the VCU Office of Financial Aid Web site at www.enrollment.vcu.edu/faid.

For Readmission guidelines, see the “Admission to the University” section of this bulletin.

MCV Campus programs

Warning, probation and suspension are defined by the program of study. Consult the program adviser for further details. Students dismissed from an MCV Campus program will be placed in the undeclared major. Students who wish to pursue a different major should follow the process outlined under the Change of academic program section in this bulletin.

The individual health science schools recognize and support the statements set forth by the licensing boards of the respective health professions as they relate to examination, licensure and the practice of each profession. When applicable, these standards may be used in determining a student’s eligibility for continuance in or readmission to the university.

Termination of enrollment

The university reserves the right to terminate the enrollment of any student for unlawful, disorderly or immoral conduct, or for persistent failure to fulfill the purposes for which he or she was matriculated. Any students whose relations are so severed forfeit all rights and claims with respect to the institution. In addition to dismissal for failure to comply with standards of conduct described in the Rules and Procedures of VCU and the VCU Honor Code, a student may be dismissed from the academic unit in which he or she is enrolled for failure to meet academic requirements prescribed by his or her academic unit or failure to exhibit the attitudes and skills deemed necessary to function within the chosen professional practice. VCU recognizes its responsibilities to the health professions and to the consumer of health services. Therefore, any action by a student considered to be unprofessional conduct according to the code of ethics and the laws and regulations governing the student’s chosen profession shall constitute cause for disciplinary action.

Unprofessional conduct includes, but is not limited to:

1. Fraud or deceit in gaining admission to the university, i.e., false or obviously misleading representations on the admissions application
2. An act that violates the established legal standards regarding conduct of one person toward society, i.e., stealing, lying, cheating and slander
3. Conviction of a felony involving moral turpitude

Graduation process

Graduation application
Graduation checklist
Graduating with honors
Special note for graduating financial aid recipients

Graduation application

VCU confers degrees in May, August and December. A commencement exercise is held in May for May graduates only. A commencement exercise is held in December for August graduates and December graduates. Each student who expects to complete the degree requirements by the end of a semester or summer session must file an application for the degree in accordance with dates published on the university academic calendar. Candidates who do not graduate at the end of the semester for which they have applied must reapply.

Students who may have enough credits to be eligible to graduate will be notified by email of the graduation process each semester. The email will contain submission deadlines and steps to begin the graduation checkout and application process. Eligible students should submit their degree applications by the dates indicated in the email and noted in the university academic calendar, which is available on the Web at http://academiccalendars.vcu.edu. Students should schedule a conference with an adviser well in advance of the deadline and should remember that the application also requires approval by the department chair and dean.

Students planning to graduate in the current semester should proceed as follows:

- Complete the Apply to Graduate procedure on e-Services. The Undergraduate Graduation Application will be provided during this process.
- Complete the Undergraduate Graduation Application according to the instructions provided. (These forms are provided in PDF format so that students can complete the forms online and print them. Adobe Acrobat Reader is required.) A separate set of graduation forms must be completed and submitted for each program from which students intend to graduate.

No degrees will be conferred unless students make formal application to graduation.

Degrees will be awarded and diplomas issued in a current semester only. Students who do not submit/completing their applications to graduate in the semester in which they actually complete their programs will be awarded their degrees in the semester in which they apply to graduate. In such cases, a text notation will be added to the transcript to indicate the date that course work for the degree was completed.

Graduation checklist

The total number of semester credits required for graduation depends upon the degree program. Specific information may be found under degree program descriptions. In addition to the specific requirements listed by the college/school/department, the following graduation checklist for undergraduate students summarizes all general requirements for graduation and issuance of a diploma.

- Overall undergraduate GPA must be 2.0 or greater.
- Student must have completed 25 percent of the semester-hour credits required for the bachelor’s degree in residence at VCU, including at least 30 of the last 45 credits.
- Student must have earned a minimum of 120 credits, including transfer credits
- All grades of Incomplete (I), Continued (CO), Progress (PR), Not Recorded (NR) and No Grade (NG) must be converted to final letter grades no later than the last day of class of the semester in which the candidate plans to graduate.

Students are reminded to complete a final check of their academic records before they exit the university to ensure that all temporary grades have been converted, that the record accurately reflects their academic histories and that all degrees have been posted. Requests for changes to the academic record must be made within the first six months following graduation, but this requirement may be superseded by other university-specific deadlines (e.g., those governing requests for a change of grade). Commonwealth of Virginia record-retention requirements may affect the university’s ability to address requests for changes to the academic record. Students must settle all financial obligations to the university prior to the issuance of a diploma.

Graduating with honors

Dean’s list

The dean’s list is a recognition of superior academic performance. A student is automatically placed on the dean’s list for each semester in which a semester GPA of at least 3.5 is attained, based on a minimum of 12 semester credits, excluding courses graded credit/noncredit, with no grade below C. A notation is placed on the student’s academic record. Students earning marks of I or PR are ineligible for the dean’s list for the semester in which these grades were earned.

Laudatory honors

Candidates for a baccalaureate degree who complete a minimum of 45 credits at VCU may qualify for graduation honors. Cum laude is awarded for a 3.30 to 3.59 GPA, magna cum laude is awarded for a 3.60 to 3.89 GPA and summa cum laude is awarded for a 3.90 GPA or better, at the time of graduation.

Calculation of the GPA for honors determination is based on grades received for all courses taken for credit at VCU, as well as for credits accepted for transfer at VCU. However, to qualify for graduation honors, a student’s GPA for courses taken for credit at VCU must be at least as high as the minimum required for the specific honor bestowed. Recognition of graduation honors is made on the student’s diploma, permanent record and in the commencement program (because of the early publication of the commencement program, the honor status from the last semester prior to graduation will be reflected in the commencement program).
Students who have participated in the Honors College and who have met requirements of that program may graduate with “University Honors.” Please refer to the “Honors College” section of this bulletin for more information.

Special notes for graduating financial aid recipients
If a student plans to continue enrollment at VCU after graduation and wants financial aid, he or she must apply and be accepted as a degree/credit-seeking student and enroll at least half time to meet financial aid enrollment requirements. If a student received federal loan funds during enrollment at VCU, he or she will be required to complete exit counseling. The student’s diploma or transcript will not be released until he or she completes this required obligation.

Exit counseling required
Exit counseling is required for students receiving the following loans: William D. Ford Federal Direct Loans (subsidized or unsubsidized), Federal Perkins Loan, Health Professions Student Loan, Nursing Student Loan, Loans for Disadvantaged Students, Primary Care Loan and University Long-Term Loan. Borrowers will be notified about exit counseling during the semester in which they are scheduled to graduate or drop below half-time enrollment. Additional information about exit counseling for the Direct Loan program is available on the VCU Office of Financial Aid website at www.enrollment.vcu.edu/finaid/programs/loans/exit_counseling.html.

Awarding degrees posthumously
Recipients for posthumous degrees should meet the following conditions:
- The student was in good academic standing at the time of his or her death.
- There were no disciplinary actions pending against the student.
- The death was not a result of illegal behavior on the part of the student.
- The student earned at least 30 credits at VCU and was within the last 30 credits of graduating.

Graduate and professional programs will determine equivalent progress of students toward their graduate or professional degrees.

A notation that the degree was awarded posthumously will be made in the commencement program and on the transcript, but not on the diploma.

Commencement participation policy
When a student has submitted a degree application for spring graduation but does not meet degree requirements due to extenuating circumstances, the student’s dean may permit the student to participate in commencement exercises. Permission may be granted only when six or fewer credits are lacking for degree completion and the student demonstrates his or her intent to complete the needed credits by the end of the summer session.

When such an exception is made, the dean confirms the following conditions to the student:
- Participation in the commencement ceremonies does not mean the student has been awarded a degree.
- The degree will be awarded in the semester or summer session in which all degree requirements have been met.
- The exemption is made only to accommodate the student’s request and does not obligate VCU to ultimately grant a degree unless all requirements and conditions have been met.

MCV Campus graduation candidates for degrees to be conferred at the close of the spring semester must be present at the university-wide graduation ceremony to receive their degrees. No individual may be exempt from this regulation unless excused by the dean of his or her school.

Appeal to waive an academic regulation, Academic Regulations Appeals Committee
The Academic Regulations Appeals Committee considers appeals for exceptions to undergraduate program academic regulations listed in this bulletin. The committee — composed of faculty and administrators from each school and the college, and representatives from the Office of Records and Registration, Division of Community Engagement and the Division of Student Affairs and Enrollment Services — is a standing committee of the Office of Academic Affairs.

Undergraduate students who wish to petition the university for a waiver of the regulations in this bulletin may do so through the Academic Regulations Appeals Committee. Students who have been accepted to the graduate portion of a five-year bachelor/master’s program may also need to make an appeal through the Graduate School. Examples of typical petitions are requests for retroactive withdrawal, waiver of the continuance policy following a suspension or a waiver of the rule requiring that the last 25 percent of a program be earned in residence at VCU. Students may petition for a past semester within three years, but cannot ask for waivers after having graduated. In exceptional circumstances any member of the Academic Regulations Appeal Committee and/or academic dean may refer a case to the provost who has the right but not the obligation to consider remanding it back to the committee for further review.

To begin the appeal process, students should contact the Academic Regulations Appeals Committee representative in the dean’s office of their school or college; nondegree-seeking students should contact the University College at (804) 827-8648. The student then works with the representative to prepare the petition following guidelines established by each school and the college. The first step is for the student to prepare a letter that details the extenuating circumstances supporting the student’s belief that the university should waive its regulations and grant the request. All circumstances cited in the student’s letter must be documented, and the student is responsible for gathering all the necessary documentation. Examples of documentation include medical records, police reports, death certificates and employer reports. Things that may not be used as documentation include letters from parents, friends or relatives. Any petition that does not have the required documentation will not be heard.

After the Academic Regulations Appeals Committee representative receives the student’s letter and all necessary documentation, he or she will prepare a petition cover sheet and, if appropriate, gather pertinent information from faculty. When the petition is complete, it will be presented to the committee at one of its semimonthly meetings. Requests are granted or denied by a majority vote of the committee. Decisions are effective immediately, and students are notified by their representative. All committee procedures are confidential and ensure the right of privacy of the student.

Since a request to waive a regulation is itself an appeal, committee decisions are final, and there is no further appeal within the university. However, if new documentable information is provided, petitions may be brought back before the committee. A rewritten student letter does not constitute new documentation. The representative will request that the petition be reheard based upon the new information and the committee will vote on that request.

Certain exceptions may affect current and future financial aid. Students should consult with a financial aid staff member before submitting an appeal.

Consumer information
The federal Higher Education Act of 1965, as amended, requires that institutions of higher education disclose certain consumer information to current students, prospective students, current employees and/or prospective employees. This consumer information can be found online at www.consumerinfo.vcu.edu and includes information about:
- Financial aid
- General information about VCU
- Student Right-to-know Act completion and graduation rates for general student body and student athletes
- Equity in Athletics Disclosure Act athletically related expenses and student aid
- Drug and alcohol abuse prevention
- Campus security
- Family Educational Rights and Privacy Act student rights with respect to educational records

Paper copies of all of the information listed on the Consumer Information Web site are available upon request.

Contacts
Office of Academic Affairs
901 West Franklin Street
P.O. Box 842527
Richmond, Virginia 23284-2527
Effective bulletin

The Undergraduate bulletin documents the official admission and academic rules and regulations that govern education in the undergraduate degree programs at VCU. In-depth descriptions of each undergraduate degree program are provided in the individual school and program sections of this bulletin, available in PDF format. Updates to the online bulletin are made throughout the year, while the bulletin archives contain the PDFs that serve as effective bulletins for enrolled students.

The bulletin for the academic year a student enters or re-enters a degree program identifies the curriculum degree requirements for that student. Students in continuous enrollment may fulfill the curriculum degree requirements of the bulletin for the year they entered VCU or choose to be subject to the curriculum degree requirements articulated in a subsequent bulletin. Subsequent bulletins can be chosen throughout a student’s academic career. In either case, students must fulfill all curriculum degree requirements listed in the bulletin they choose.

A student’s effective bulletin will remain in effect until the degree is awarded. Change in academic program (major, concentration, minor) will not result in a change in effective bulletin unless the student chooses to be subject to the curriculum degree requirements articulated in a subsequent bulletin.

Students readmitted to the university will fall under the bulletin in effect at the time of readmission. At the discretion of the school dean, department chair or program head, degree requirements may be waived and/or previously taken courses may be substituted for requirements in effect at the time of readmission.

The contents of this bulletin represent the most current information available at the time of publication. However, during the period of time covered by this bulletin, it is reasonable to expect changes to be made with respect to this information without prior notice. Thus, the provisions of this bulletin are not to be regarded as an irrevocable contract between the university (or any of its divisions) and the student.

All rules and regulations set forth in this bulletin will apply until further notice. The university reserves the right to make changes including, but not limited to, changes in courses of study, fees, rules, regulations, programs, faculty and staff, and classification of students, whenever university authorities, in their sole discretion, deem it appropriate, expedient or wise to do so.
To offer high quality academic advising.  
To encourage students to invest the time and effort necessary for achieving success.  
To enrich undergraduate education through a cohesive core education program.  
To expand the number of students who access programs and services.

Mission of the University College
The University College enhances student engagement and success by providing a central home for academic support services and the core curriculum. The UC helps students transition to VCU and provides the resources students need to be successful. By providing students with a common experience, the UC makes the undergraduate career more engaging and meaningful, particularly during the first year of college.

Goals and objectives of University College
The goal of the UC is to promote the personal and academic success of each student. The objectives are:

- To offer high quality academic advising.
- To encourage students to invest the time and effort necessary for achieving success in their learning.
- To enrich undergraduate education through a cohesive core education program.
- To increase opportunities for active learning through learning communities, support services and classroom instruction.
- To encourage students to interact with faculty, academic advisers and other support services personnel.
- To provide a network between courses and academic support programs.
- To expand the number of students who access programs and services.

General information
The UC provides a single administrative unit designed to enhance student engagement and success through a variety of academic support services. Many of the UC’s programs and services are offered through partnerships with both the degree-granting colleges and the Division of Student Affairs and Enrollment Services.

The UC provides academic advising, learning support, the core curriculum, and orientation and programs for new students. The UC is the academic and administrative home for a number of undergraduate courses, as well as academic programs, student advising and special learning communities.

The University College provides academic advising for:
- First-year students
- Undeclared students
- Transfer students
- Students seeking admission into a health, law and professional programs
- Interdisciplinary students and nondegree-seeking students
- Student-athletes

Learning support resources
- Campus Learning Center
- Writing Center
- Campus Testing Center

Courses
- UNIV 101 Introduction to the University
- Academic advising courses
- UNIV 111 and 112 Focused Inquiry I and II
- Core Curriculum

Programs
- New student orientation
- Programs for the parents and families of first-year students
- Master adviser certification
- VCU Works
- Project Excel
- Learning communities
- Summer reading program
- Focused Inquiry Associates

Academic advising
Academic advising helps students achieve academic success, as well as develop and pursue educational and personal goals. The advising program also helps students connect to the many resources offered within the University College and throughout the university.

For more information on advising programs, visit the UC Web site or call (804) 827-8648.

First-year students
The UC provides academic advising for all first-year students, regardless of their majors. All incoming students are assigned to a specific academic adviser who works closely with them throughout their first year. Advising takes place in group settings through the UNIV 101 Introduction to the University class and through individual appointments. Students can expect their advisers to help them to understand university procedures, interpret general education and major requirements, address academic difficulties and help discover the educational and career goals best suited to them.

Academic advising is an ongoing process. Advisers want to have continuing relationships with their advisees. While first-year students are required to meet with their assigned advisers before registering for classes each semester, it is also important for students to meet with advisers throughout the first year. Students can e-mail advisers to seek help and attend group advising sessions. After students attain sophomore standing or are admitted into their programs of study, they will be reassigned to faculty advisers within their majors.

While students are ultimately responsible for understanding information about regulations, majors and courses as outlined in the Undergraduate Bulletin, academic advisers can help students interpret information to ensure they make appropriate educational choices.

For more information on advising programs, visit the UC Web site or call (804) 827-8648.

Undeclared students
The UC Discovery Program offers specialized advising for students who are undecided about their programs of study and have not yet declared a major. Discovery Program advisers help undeclared students consider educational options and make appropriate choices based on personal interests, skills and abilities, values, and professional goals.

Discovery Program advisers offer a blend of individual and group counseling sessions and workshops to assist students who have not yet declared a major. Advisers assist first-year undeclared students with monitoring their academic progress, course scheduling, interpreting university regulations and procedures and maximizing their academic success. In addition, each spring the Discovery Program offers a three-credit class, UNIV 103 Education and Career Planning, that concentrates on careers, educational opportunities and the development of student potential. Advisers also provide alternative advising options for students who do not qualify for, or are not admissible to, their preferred programs of study.

By considering alternatives, students will uncover options that they can find personally, educationally and professionally fulfilling.

Undeclared majors are encouraged to select programs of study by the end of two years. Students must declare majors within one of the university’s schools or colleges no later than the semester in which they complete 60 credits.

For more information on advising programs, visit the UC Web site or call (804) 827-8648.

Transfer students
Students who transfer to VCU come from a wide range of two- and four-year institutions. VCU recognizes that transfer students constitute a very diverse group...
Pre-law advising program

The University College supports aspiring law students by offering advisory services regarding the law school admissions process. The coordinator of pre-law advising provides guidance and resources to students interested in pursuing a legal career and, where appropriate, acts as a liaison with law school admission offices. Students are offered assistance regarding curriculum, application procedures, financial aid and the law school admission test in preparation for the study of law. The Law School Admission Council and the American Bar Association provide comprehensive online information for students regarding preparation for law school, law school admission and accreditation, as well as careers in the legal profession.

As there are no particular prerequisites or a specific major necessary for entrance to law school, students may choose virtually any major or undergraduate program. Traditionally, students applying to law school have pursued liberal arts majors such as history, English, political science, economics, math/sciences or philosophy. Students wishing to specialize in a particular area of law may choose majors from academic disciplines as diverse as art, music, computer science, engineering, nursing, education, business or social work. Taking a broad range of difficult courses from demanding instructors is excellent preparation for a legal education. Whatever the major, it is important that students considering a career in law take advantage of opportunities to develop research and writing skills. Other skills that provide a sound foundation for a legal education include analytic and problem-solving skills, critical reading abilities, oral communication and listening abilities, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice.

The Department of Philosophy offers a philosophy of law minor for students interested in law school. It is important that students considering the legal profession take challenging course work in which they can develop analytical, research and written and verbal communication skills.

Preparation for the study of clinical laboratory sciences

Important general information

Students interested in the pre-clinical laboratory sciences advising track must complete the two year pre-clinical laboratory sciences program requirements (a total minimum of 60 credits) for application to the baccalaureate program on the MCV Campus at VCU. Students may apply to the baccalaureate program through Undergraduate Admissions in the spring of the year preceding entrance. For example, if a student is planning to start the program in fall of 2015, they would begin the admissions process at the start of the spring semester of 2015.

All prerequisite course work should be completed by the summer of the year of desired admission. For example, if a student plans on entering the program in fall of 2015, the course work must be completed by the summer of 2015 (before entrance).

Applications to the program are normally submitted in spring of the sophomore year. Students interested in the pre-clinical laboratory sciences advising track must consult with a pre-health academic adviser to learn about requirements that are specific to the program and to speak about alternate/back-up majors.

Students with an interest in preparing for the clinical laboratory sciences program must declare an academic major while also indicating a pre-clinical laboratory sciences advising track. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-clinical laboratory sciences students are encouraged to choose a back-up major in a discipline of greatest interest to them.

Admission to and completion of the pre-clinical laboratory sciences advising track does not guarantee admission to VCU’s clinical laboratory sciences program nor result in a college degree. Students must be admitted to and complete the baccalaureate program to earn a B.S. degree in clinical laboratory sciences.

Prerequisites for the pre-clinical laboratory sciences advising track

It is recommended that applicants select a challenging course-load of science and math courses each semester to ensure adequate preparation for the academic rigor of the program within the Department of Clinical Laboratory Sciences.

Science, non-science and other requirements for the pre-clinical laboratory sciences advising track

Students in the pre-clinical laboratory sciences advising track must complete 12 credits of biology, preferably biological concepts with laboratory, human anatomy (lab included), human physiology with laboratory, and 12 credits of chemistry to include a two-semester sequence of general chemistry (both with laboratories) and organic chemistry with laboratory or quantitative analysis with laboratory.

The non-science prerequisites for the pre-clinical laboratory sciences advising track are: English composition (UNIV 111, 112, 200), pre-calculus mathematics (3 credits), a humanities or fine arts course (3 credits), a social science course (3 credits) and electives to meet the 60 minimum credits requirement for entrance into the clinical laboratory sciences program.

In addition to the academic requirements, there are “essential functions” (non-academic) of the clinical laboratory sciences program that students must master to successfully participate in the program. The following is a list of the essential technical abilities and skills for admission that applicants must possess: manual dexterity, fine motor skills, mobility, vision, hearing, the ability to verbally communicate, read and write in the English language, emotional stability and (other) personal attributes including integrity, responsibility, tolerance and respect.

Although not required, introduction to clinical laboratory sciences, additional mathematics, biology or chemistry courses, and a physics course are highly recommended.
Additional information for the VCU pre-clinical laboratory sciences advising track
Following a review of admissions credentials, eligible applicants will require an interview with the admissions committee. The department will contact you to schedule the interview. Applicants are notified of committee decisions at the earliest possible date.

Prerequisites for the clinical laboratory sciences program

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM/CHEZ 301 Organic Chemistry and Laboratory I or CHEM/</td>
<td>4</td>
</tr>
<tr>
<td>CHEZ 309 Quantitative Analysis and Laboratory</td>
<td></td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
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<td>PHIZ 206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Electives to reach 60 credit-hour minimum requirement for entrance into the program</td>
<td>16-17</td>
</tr>
<tr>
<td>Humanities or fine arts elective (see Core Curriculum – humanities/fine arts approved list)</td>
<td>3</td>
</tr>
<tr>
<td>Social science elective (see Core Curriculum – social/behavioral science approved list)</td>
<td>3</td>
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<td><strong>Total</strong></td>
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Sample curriculum outline

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<tr>
<td>BIOL 101 Biological Concepts</td>
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</tr>
<tr>
<td>BIOZ 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or fine arts elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
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<table>
<thead>
<tr>
<th>Spring semester, freshman year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td>Social science elective</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fall semester, sophomore year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ 206 Human Physiology</td>
<td>1</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Spring semester, sophomore year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM/CHEZ 301 Organic Chemistry and Laboratory I or CHEM/</td>
<td>4</td>
</tr>
<tr>
<td>CHEZ 309 Quantitative Analysis and Laboratory</td>
<td></td>
</tr>
<tr>
<td>Electives (to reach 60 credit-hour minimum requirement)</td>
<td>10-13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14-17</strong></td>
</tr>
</tbody>
</table>

Total minimum requirement (for admission to clinical laboratory sciences program)

Preparation for the study of dental hygiene

Important general information

Students interested in the pre-dental hygiene advising track must complete the two-year pre-dental hygiene program requirements for application to the Dental Hygiene Program on the MCV Campus at VCU. The pre-dental hygiene program requires the specific prerequisite courses outlined below, as well as approximately 15 elective credits totaling a minimum 60 credit hours before students can begin the baccalaureate program. The Dental Hygiene Program does not accept grades of D. Science courses must be completed within six years of matriculation. Non-native English speaking applicants must have a minimum TOEFL score of 550 (paper), 213 (computer) or 80 (internet-based). Students may be required to complete CHEM 100 and MATH 151 prior to enrollment in CHEM 101 depending on math and chemistry placement test results. Students are encouraged to also apply to dental hygiene programs at other institutions and to plan a back-up major. Students interested in pre-dental hygiene should consult with a pre-health academic adviser to learn about requirements that are specific to the program and/or school to which they hope to apply and to speak about back-up majors.

Admission to and completion of the pre-dental hygiene advising track does not constitute admission to VCU's Dental Hygiene Program in the School of Dentistry. Students must apply separately to the dental hygiene program/school of their choice at the appropriate time.

Students with an interest in preparing for the dental hygiene program should declare an academic major while also indicating a pre-dental hygiene advising track. Students do not earn a pre-dental hygiene degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-dental hygiene students are encouraged to choose a back-up major in a discipline of greatest interest to them.

Prerequisites for the pre-dental hygiene advising track

It is recommended that applicants select a challenging course-load of science and math courses each semester to ensure adequate preparation for the academic rigor of the dental hygiene program.

Science and non-science courses required for the pre-dental hygiene advising track

Students interested in pre-dental hygiene must complete biological concepts and laboratory, human anatomy (laboratory included), human physiology and laboratory, medical microbiology and laboratory and general chemistry I and laboratory.

The non-science prerequisites for the pre-dental hygiene advising track are:

- English composition (Focused Inquiry I and II), writing and rhetoric, statistics, introduction to psychology, introduction to sociology, effective speech, a visual or performing arts course and elective courses to complete the 60 credit-hour requirement needed to enroll in the dental hygiene program. DENS 101, although not required, is highly recommended.

Students are required to have a basic level of computer competence, the ability to use a personal computer for word processing, e-mail, online bibliographic searches and internet list-serve discussions. It is also helpful for students to be familiar with presentation and spreadsheet software. A medical terminology course is recommended but not required.

Additional information for the VCU pre-dental hygiene advising track

Applicants apply and submit documentation electronically, including letters of reference. All submissions must be received (not postmarked) by the due date (in early spring semester).

Prerequisites for the dental hygiene program

<table>
<thead>
<tr>
<th>VCU courses</th>
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</tr>
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<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
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</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209 Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 209 Medical Microbiology Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>
CHEM 101 General Chemistry* 3
CHEZ 101 General Chemistry Laboratory I 1
PHIS 206 Human Physiology 3
PHIZ 206 Human Physiology Laboratory 1
PSYC 101 Introduction to Psychology 4
SPCH 121 Effective Speech 3
SOCY 101 Introduction to Sociology 3
STAT 210 Basic Practice of Statistics** 3
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Electives (to reach 60 total credit hour minimum) 15
Visual or performing arts class 3
Total 60

*The prerequisite for CHEM 101 is CHEM 100 with a minimum grade of C or high school chemistry and a satisfactory combination of math SAT score and high school GPA. The math pre- or corequisite is MATH 151. CHEM 100 and MATH 151 can be used to count toward the elective requirements.

**The prerequisite for STAT 210 is MATH 131, MATH 141, MATH 151 or satisfactory score on the VCU Mathematics Placement Test within the one-year period immediately preceding the beginning of the course.

Sample curriculum outline

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fall semester, freshman year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring semester, freshman year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>SOCY 101 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fall semester, sophomore year</th>
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<tbody>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ 206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SPCH 121 Effective Speech</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Visual or performing arts class</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Spring semester, sophomore year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 209 Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 209 Medical Microbiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>11-12</td>
</tr>
<tr>
<td>Total</td>
<td>15-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Total minimum requirement (for admission to dental hygiene program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Preparation for the study of dentistry

Important general information

Students interested in the pre-dental advising track must complete the necessary prerequisites for dental school (a total minimum of 90 credit hours). Many students earn a baccalaureate degree before entering the program. Students interested in dental school should consult with a pre-health academic adviser to learn about requirements that are specific to the schools of dentistry to which they hope to apply.

Admission to and completion of the pre-dental advising track does not constitute admission to VCU’s School of Dentistry. Students must apply separately to the dental school of their choice at the appropriate time.

Students with an interest in preparing for dental school should declare an academic major while also indicating a pre-dental advising track. Students do not earn a pre-dental degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-dental students are encouraged to major in fields of greatest interest to them.

Prerequisites for dental school

Students need to complete the prerequisite science courses before being eligible to start the dental program at the VCU School of Dentistry. Students are also required to complete the Dental Admission Test. The DAT is taken prior to students applying to dental school and results are weighed heavily in admissions decisions. Students preparing for the DAT are strongly advised to take courses to build competency in these areas prior to taking the exam. It is not necessary to have completed all prerequisite course work or to have taken the DAT prior to submitting your application to dental school. However, you must complete all prerequisite courses and take the DAT before entering VCU’s dental program.

Science and non-science courses required for dental school

General biology, general chemistry, organic chemistry, biochemistry and physics are required science prerequisites for admission to dental school. English composition (Focused Inquiry I and II) and mathematics are non-science prerequisites required for dental school. Other upper-level science courses in general microbiology, bacteriology, animal or vertebrate physiology, anatomy, genetics and cell biology are strongly recommended. If time permits and the courses are available, courses in immunology, embryology, or developmental biology and histology are highly recommended. Additionally, non-science courses in the behavioral sciences and those involving psychomotor skills are recommended.

Prerequisites for dental school

VCU courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>BIOL 151 Introduction to Biological Sciences I</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Sciences II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Sciences Laboratory II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHEZ 302 Organic Chemistry Laboratory II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CHEM/BIOC 403 Biochemistry I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I*</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II**</td>
<td>4-5</td>
<td></td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Additional electives to total 90 credits</td>
<td>38-40</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

*Math 200 Calculus with Analytic Geometry I is a prerequisite for PHYS 207
**Math 201 Calculus with Analytic Geometry II is a prerequisite for PHYS 208

Sample curriculum outline

<table>
<thead>
<tr>
<th>Credits</th>
<th>Fall semester, freshman year</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>
Spring semester, freshman year
BIOL 152 Introduction to Biological Sciences II 3
BIOZ 152 Introduction to Biological Sciences Laboratory II 1
CHEM 102 General Chemistry 3
CHEZ 102 General Chemistry Laboratory II 1
STAT 210 Basic Practice of Statistics 3
UNIV 112 Focused Inquiry II 3
Total 15-16

Fall semester, sophomore year
CHEM 301 Organic Chemistry 3
CHEZ 301 Organic Chemistry Laboratory I 2
Electives or major requirements 10-11
Total 15-16

Spring semester, sophomore year
CHEM 302 Organic Chemistry 3
CHEZ 302 Organic Chemistry Laboratory II 2
Electives or major requirements 10-11
Total 15-16

Fall semester, junior year
CHEM/BIOC 403 Biochemistry I 3
PHYS 201 General Physics or PHYS 207 University Physics I 4-5
Electives or major requirements 8
Total 15-16

Spring semester, junior year
PHYS 202 General Physics II or PHYS 208 University Physics II 4-5
Electives or major requirements 11
Total 15-16

Total minimum requirement (for admission to dental school) 90

Preparation for the study of medicine

Important general information
Students interested in the pre-medicine advising track must obtain a bachelor’s degree and complete the necessary prerequisites for medical school. Students interested in medical school should consult with a pre-health academic adviser to learn about requirements that are specific to the schools of medicine to which they hope to apply.

Admission to and completion of a pre-medical program or advising track does not constitute admission to VCU’s School of Medicine. Students must apply separately to the medical school of their choice at the appropriate time.

Students with an interest in preparing for medical school should declare an academic major while also indicating a pre-medical advising track. Students do not earn a pre-medical degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-medical students are encouraged to major in fields of greatest interest to them.

Prerequisites for medical school

The American Association of Medical Colleges recommends students gain a core set of competencies in preparation for the Medical College Admissions Test. The MCAT is taken prior to students applying to medical school and results are weighed heavily in admissions decisions. Students preparing for the MCAT are strongly advised to take courses to build competency in these areas prior to taking the MCAT exam.

Science and non-science courses required for medical school

General biology, cell biology, general chemistry, organic chemistry, biochemistry and physics are required science prerequisites for admission to Medical School.

Other science courses, including genetics, physiology and microbiology, though not required, are strongly recommended for pre-medical students.

Introductory psychology, sociology and statistics are non-science prerequisites required for medical school.

Additional requirements for VCU School of Medicine

In addition to the prerequisites listed above, VCU School of Medicine requires pre-medical students to take two semesters of English composition and two semesters of mathematics (general statistics can count as one semester).

Prerequisites for medical school

VCU courses Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I*</td>
<td>4-5</td>
</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II**</td>
<td>4-5</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOCY 101 General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total minimum prerequisites 60-62

Elective and major requirements to complete degree program 58-60

*Math 200 Calculus with Analytic Geometry I is a prerequisite for PHYS 207
**Math 201 Calculus with Analytic Geometry II is a prerequisite for PHYS 208

Sample curriculum outline

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
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<tr>
<td>BIOC 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
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Total 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 152 Introduction to Biological Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 152 Introduction to Biological Sciences Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>SOCY 101 General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
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Total 14

<table>
<thead>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 218 Cell Biology</td>
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</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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Total 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 302 Organic Chemistry</td>
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<td>CHEZ 302 Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>Electives or major requirements</td>
<td>10-11</td>
</tr>
</tbody>
</table>
Total

15-16

Fall semester, junior year
CHEM/BIOC 403 Biochemistry I 3
PHYS 201 General Physics or PHYS 207 University Physics I 4-5
Electives or major requirements 8
Total 15-16

Spring semester, junior year
PHYS 202 General Physics II or PHYS 208 University Physics II 4-5
Electives or major requirements 11
Total 15-16

Senior year
Credits to complete degree program 28-31
Total minimum requirement 120

Preparation for the study of nursing

Important general information

The curriculum in pre-nursing meets the minimum academic requirements for application to the traditional Bachelor of Science degree program in nursing offered by the School of Nursing at VCU.

Students with an interest in preparing for the nursing program must declare an academic major while also indicating a pre-nursing advising track. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-nursing students are encouraged to choose a back-up major in a discipline of greatest interest to them.

Admission to and satisfactory completion of the one-year preparation program does not constitute admission to the VCU School of Nursing. In the spring of the year proceeding the fall semester of desired admission, the student must apply separately to the School of Nursing through VCU Undergraduate Admissions, P.O. Box 980632, Richmond, VA 23298-0632.

Science and non-science courses required for the pre-nursing advising track

Students interested in applying to the traditional Bachelor of Science degree program in nursing must complete biological concepts with laboratory, human anatomy (lab included) with a minimum grade of B, principles of nutrition and an approved second laboratory science course. If high school chemistry (with laboratory) with a minimum grade of C has not been completed, one semester of general chemistry with laboratory (CHEM 101 and CHEZ 101) must be taken.* In order to be eligible for CHEM 101, students must meet the placement requirements for MATH 151 Precalculus Mathematics and CHEM 101.

The non-science prerequisites for the pre-nursing advising track are: English composition, introduction to psychology and general sociology.

Although math is not required for admission to the School of Nursing, students admitted into the nursing program complete a statistics class. Therefore, we recommend that students who place into college algebra complete a math class during the first year.

Prerequisites for VCU School of Nursing traditional program

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 217 Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>SOCY 101 General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>Approved second laboratory science</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Sample curriculum outline

<table>
<thead>
<tr>
<th>Fall semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOC 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 141 Algebra with Applications**</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 217 Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SOCY 101 General Sociology</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Students placing into MATH 141 should take this course their first semester in college.

Preparation for the study of occupational therapy

Important general information

Students interested in the pre-occupational therapy advising track must complete the necessary prerequisites for the occupational therapy graduate program (a total minimum of 90 credit hours). Many students earn a baccalaureate degree before entering the program. Students interested in occupational therapy should consult with a pre-health academic adviser to learn about requirements that are specific to the program and/or school to which they hope to apply.

Admission to and completion of the pre-occupational therapy program does not constitute admission to VCU’s occupational therapy graduate program in the School of Allied Health Professions. Students must apply separately to the occupational therapy program/school of their choice at the appropriate time.

Students with an interest in preparing for the occupational therapy graduate program should declare an academic major while also indicating a pre-occupational therapy advising track. Students do not earn a pre-occupational therapy degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Students in the pre-occupational therapy advising track are encouraged to major in fields of greatest interest to them.

Prerequisites for the occupational therapy graduate program

Students intending to enroll in the occupational therapy graduate program must complete a minimum of 90 credit hours before entering, as well as declaring pre-occupational therapy as an advising track. It is recommended that applicants select a challenging course load of science and math courses each semester to ensure adequate preparation for the academic rigor of the occupational therapy program.
Students need to complete the prerequisite science courses and the Graduate Record Exam before being eligible to start the occupational therapy program in the School of Allied Health Professions at VCU.

In addition to completing the required courses, applicants must also demonstrate evidence of a minimum of 60 observation hours under the supervision of a licensed occupational therapist (in two settings, one with adults and one with children).

Science and non-science courses required for the occupational therapy graduate program

Students must complete human anatomy (includes the lab) as well as human physiology and the human physiology laboratory. An introductory level biology course is a prerequisite for anatomy and physiology at VCU.

The non-science prerequisites for the occupational therapy program are: English composition, statistics, introduction to psychology and social science courses (must include abnormal psychology and developmental psychology, as well as additional courses in the psychology, sociology or anthropology disciplines).

Students are required to have a basic level of computer competence, the ability to use a personal computer for word processing, email, online bibliographic searches and Internet list-serve discussions. It is also helpful for students to be familiar with presentation and spreadsheet software. A medical terminology course is recommended but not required.

Additional information for the VCU occupational therapy graduate program

Students enter the graduate program in occupational therapy in early summer. The following prerequisite courses must be completed prior to admission for students entering in the summer semester. If VCU awarded you college credits for your Advanced Placement or International Baccalaureate exams and it is listed on your transcript, these credits will be accepted.

For the following courses, no more than seven years have lapsed from the course completion to the date of enrollment in the entry-level professional master’s degree program in occupational therapy: anatomy, physiology, statistics, developmental psychology and abnormal psychology.

**Prerequisites for the occupational therapy program**

<table>
<thead>
<tr>
<th>Prerequisite VCU Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts or BIOL 151 Introduction to Biological Sciences I or BIOL 152 Introduction to Biological Sciences II or BIOZ 101 Biological Concepts Laboratory or BIOZ 151 Introduction to Biological Sciences Laboratory I or BIOZ 152 Introduction to Biological Sciences Laboratory I (choose the lab corresponding to the biology course above)</td>
<td>90</td>
</tr>
<tr>
<td>BIOL 101 Biological Concepts Laboratory and/or BIOL 151 Introduction to Biological Sciences Laboratory I (choose the lab corresponding to the biology course above)</td>
<td>90</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology (required to take upper level)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC courses</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 304 Life Span Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 407 Psychology of the Abnormal</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics**</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Social sciences electives (from PSYC, ANTH and/or SOCY)</td>
<td>9</td>
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<tr>
<td>Additional electives to total 90 credits</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total minimum requirement</strong></td>
<td>90</td>
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</table>

*Students need placement into MATH 151 Precalculus Mathematics and CHEM 101 General Chemistry I in order to enroll in BIOL 151 and/or BIOL 152.*

**Depending on the math placement test results, students may need to complete MATH 141 Algebra with Applications before enrolling in STAT 210.

Sample curriculum outline

<table>
<thead>
<tr>
<th>Fall semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts or BIOL 151 Introduction to Biological Sciences I or BIOL 152 Introduction to Biological Sciences II or BIOZ 101 Biological Concepts Laboratory or BIOZ 151 Introduction to Biological Sciences Laboratory I or BIOZ 152 Introduction to Biological Sciences Laboratory I (choose the lab corresponding to the biology course above)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Electives or major requirements</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
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<tr>
<td>PSYC 304 Life Span Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics**</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
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<td>Electives or major requirements</td>
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<thead>
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<th>Fall semester, sophomore year</th>
<th>Credits</th>
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<td>PSYC 304 Life Span Developmental Psychology</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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</tr>
<tr>
<td>Electives or major requirements</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
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</table>

<table>
<thead>
<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Electives or major requirements</td>
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</tr>
<tr>
<td>Social sciences electives (from PSYC, ANTH and/or SOCY)</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall semester, junior year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives or major requirements</td>
<td>12</td>
</tr>
<tr>
<td>Social sciences electives (from PSYC, ANTH and/or SOCY)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring semester, junior year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives or major requirements</td>
<td>12</td>
</tr>
<tr>
<td>Social sciences electives (from PSYC, ANTH and/or SOCY)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total minimum requirement (for admission to occupational therapy program)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total minimum requirement</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

**Preparation for the study of pharmacy**

**Important general information**

Students interested in the pre-pharmacy advising track must complete the necessary prerequisites for pharmacy school (a total minimum of 90 credit hours). Many students earn a baccalaureate degree before entering the program.

Students interested in pharmacy school should consult with a pre-health academic advisor to learn about requirements that are specific to the schools of pharmacy to which they hope to apply.

Admission to and completion of a pre-pharmacy program does not constitute admission to VCU’s School of Pharmacy. Students must apply separately to the pharmacy school of their choice at the appropriate time.

Students with an interest in preparing for pharmacy school must declare an academic major while also indicating a pre-pharmacy advising track. Students do not earn a pre-pharmacy degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-pharmacy students are encouraged to major in fields of greatest interest to them.

**Prerequisites for pharmacy school**

Students need to complete their bachelor’s degree and the required science courses before being eligible to start the Pharm. D. program at VCU. Students are also required to complete the Pharmacy College Admission Test. The PCAT
is taken prior to students applying to pharmacy school and results are weighed heavily in admissions decisions. Students preparing for the PCAT are strongly advised to take courses to build competency in these areas prior to taking the PCAT exam. It is not necessary to have completed all prerequisite course work or to have taken the PCAT prior to submitting your application to pharmacy school. However, you must complete all prerequisite courses and take the PCAT before entering VCU’s pharmacy program.

**Science and non-science courses required for pharmacy school**

General biology, general chemistry, organic chemistry, physics, human anatomy, human physiology, microbiology and biochemistry are required science prerequisites for admission to pharmacy school.

English composition, calculus, statistics and speech are non-science prerequisites required for pharmacy school.

Other courses, including cell biology, genetics and immunology, human physiology lab and medical microbiology lab, though not required, are strongly recommended for pre-pharmacy students.

VCU’s School of Pharmacy also requires the completion of elective credits which can be taken as part of the general education and major requirements in the selected degree program. Due to the importance of a strong biomedical science foundation for success in the Doctor of Pharmacy degree program, some or all of the courses listed below are highly recommended: genetics or molecular biology, immunology, and cell biology. Any of these three courses will count toward elective credit. Other highly recommended electives are anthropology, computer science, economics, history, foreign languages, philosophy, political science, psychology, religious studies and sociology.

The following prerequisite courses must be completed prior to admission for students entering in the fall semester. Courses earned by examination, e.g., Advanced Placement, International Baccalaureate, Cambridge International Examinations or College Level Examination Program, will not be accepted to fulfill prerequisite science and math courses. However, the content area covered by the examination need not be repeated, rather electives in related areas may be substituted for the needed credits. For example, if a student has credit for IB Calculus I, the next level math course can be taken in order to fulfill the math requirement for pharmacy school, i.e., Calculus II.

---

**Prerequisites for pharmacy school**

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I or BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIZO 151 Introduction to Biological Sciences Laboratory I or BIZO 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Sciences II or BIOL 201 Human Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIZO 152 Introduction to Biological Sciences Laboratory II or BIZO 201 Human Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205 Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 209 Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
<td>2</td>
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<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 302 Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CHEM/BIOC 403 Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200 Calculus/Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>PHS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 201 General Physics I or PHYS 207 University Physics I*</td>
<td>4-5</td>
</tr>
<tr>
<td>SPCH 121 Effective Speech</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>Additional electives to total 90 credits</td>
<td>30-31</td>
</tr>
</tbody>
</table>

Total minimum requirement (for admission to pharmacy school): 90

---

**Sample curriculum outline**

| Fall semester, freshman year                  | Credits |
| BIOL 151 Introduction to Biological Sciences I or BIOL 101 Biological Concepts | 3       |
| BIZO 151 Introduction to Biological Sciences Laboratory I or BIZO 101 Biological Concepts Laboratory | 1       |
| BIOL 152 Introduction to Biological Sciences II or BIOL 201 Human Biology Laboratory | 3       |
| BIOL 205 Human Anatomy                        | 4       |
| BIOL 209 Medical Microbiology                 | 3       |
| CHEM 101 General Chemistry                    | 3       |
| CHEZ 101 General Chemistry Laboratory I       | 1       |
| CHEM 102 General Chemistry                    | 3       |
| CHEZ 102 General Chemistry Laboratory II      | 1       |
| CHEM 301 Organic Chemistry                    | 3       |
| CHEZ 301 Organic Chemistry Laboratory I       | 2       |
| CHEM 302 Organic Chemistry                    | 3       |
| CHEZ 302 Organic Chemistry Laboratory II      | 2       |
| CHEM/BIOC 403 Biochemistry I                  | 3       |
| MATH 200 Calculus/Analytic Geometry           | 4       |
| PHS 206 Human Physiology                      | 3       |
| PHYS 201 General Physics or PHYS 207 University Physics I* | 4-5     |
| SPCH 121 Effective Speech                     | 3       |
| STAT 210 Basic Practice of Statistics         | 3       |
| UNIV 111 Focused Inquiry I                    | 3       |
| UNIV 112 Focused Inquiry II                   | 3       |

Total: 15

| Spring semester, freshman year                | Credits |
| BIOL 152 Introduction to Biological Sciences II or BIOL 201 Human Biology Laboratory | 3       |
| BIZO 152 Introduction to Biological Sciences Laboratory II or BIZO 201 Human Biology Laboratory | 1       |
| CHEM 102 General Chemistry                    | 3       |
| CHEZ 102 General Chemistry Laboratory II      | 1       |
| STAT 210 Basic Practice of Statistics         | 3       |
| UNIV 112 Focused Inquiry II                   | 3       |

Total: 14

| Fall semester, sophomore year                 | Credits |
| BIOL 205 Human Anatomy                        | 4       |
| CHEM 301 Organic Chemistry                    | 3       |
| CHEZ 301 Organic Chemistry Laboratory I       | 2       |
| SPCH 121 Effective Speech                     | 3       |
| Electives or major requirements               | 3       |

Total: 15

| Spring semester, sophomore year               | Credits |
| CHEM 302 Organic Chemistry                    | 3       |
| CHEZ 302 Organic Chemistry Laboratory II      | 2       |
| PHS 206 Human Physiology                      | 3       |
| BIOL 209 Medical Microbiology                 | 3       |
| Electives or major requirements               | 4-5     |

Total: 15-16

| Fall semester, junior year                    | Credits |
| PHYS 201 General Physics or PHYS 207 University Physics I* | 4-5     |
| Electives or major requirements               | 11      |

Total: 15-16

**Important general information**

Students interested in the pre-physical therapy advising track must obtain a bachelor’s degree and complete the necessary prerequisites for the physical therapy doctoral program. Students interested in physical therapy should...
consult with a pre-health academic adviser to learn about requirements that are specific to the program and/or school to which they hope to apply.

Admission to and completion of the pre-physical therapy advising track does not constitute admission to VCU’s physical therapy doctoral program in the School of Allied Health Professions. Students must apply separately to the physical therapy program/school of their choice at the appropriate time.

Students with an interest in preparing for the physical therapy doctoral program should declare an academic major while also indicating a pre-physical therapy advising track. Students do not earn a pre-physical therapy degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Students in the pre-physical therapy advising track are encouraged to major in fields of greatest interest to them.

**Prerequisites for the physical therapy doctoral program**

Students intending to complete the physical therapy doctoral program must complete a bachelor’s degree before entering. It is recommended that applicants select a challenging course load of science and math courses each semester to ensure adequate preparation for the academic rigor of the physical therapy program.

Students need to complete their bachelor’s degrees, the required science prerequisite courses and the Graduate Record Exam before being eligible to start the physical therapy program in the School of Allied Health Professions at VCU.

**Science and non-science courses required for the pre-physical therapy doctoral program**

- Students must complete 12 semester hours in the biological sciences, including anatomy and physiology, as well as eight hours of chemistry and eight hours of physics.
- English composition, precalculus mathematics, statistics, introduction to psychology and one upper-level psychology (abnormal or developmental are preferred) are non-science prerequisites for the physical therapy program.

Although not required, students are strongly urged to complete a cell biology course and a vertebrate histology course.

**Additional information for the VCU physical therapy doctoral program**

The following prerequisite courses must be completed prior to admission for students entering in the Fall semester. If VCU has awarded you college credits for your Advanced Placement or International Baccalaureate exams and it is students entering in the Fall semester. If VCU has awarded you college credits for your Advanced Placement or International Baccalaureate exams and it is

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ 206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I*</td>
<td>4-5</td>
</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II**</td>
<td>4-5</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 304 Life Span Developmental Psychology or PSYC 407</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of the Abnormal</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
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</tr>
<tr>
<td><strong>Total minimum prerequisites</strong></td>
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</tr>
<tr>
<td><strong>Elective and major requirements to complete degree program</strong></td>
<td>76-78</td>
</tr>
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</table>

**Sample curriculum outline**

<table>
<thead>
<tr>
<th>Fall semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
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<td>BIOZ 151 Introduction to Biological Sciences Laboratory I</td>
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<td>CHEM 101 General Chemistry</td>
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</tr>
<tr>
<td>CHEM 102 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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<tr>
<td>UNIV 112 Focused Inquiry I</td>
<td>3</td>
</tr>
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<td><strong>Total</strong></td>
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<th>Spring semester, sophomore year</th>
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</thead>
<tbody>
<tr>
<td>CHEM 102 General Chemistry II</td>
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<td>CHEM 102 General Chemistry Laboratory II</td>
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</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>Electives or major requirements</td>
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</tr>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fall semester, junior year</th>
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</thead>
<tbody>
<tr>
<td>PHYS 202 General Physics or PHYS 207 University Physics I</td>
<td>4-5</td>
</tr>
<tr>
<td>Electives or major requirements</td>
<td>10-11</td>
</tr>
<tr>
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<table>
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<tr>
<th>Senior year</th>
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<td><strong>Total minimum requirement</strong></td>
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</table>

**Preparation for the study of radiation sciences**

<table>
<thead>
<tr>
<th>Important general information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students interested in the pre-clinical radiation sciences advising track must complete the one year pre-clinical radiation sciences program requirements for application to the Department of Radiation Sciences on the MCV Campus at VCU. The pre-clinical radiation sciences program requires specific prerequisite courses (outlined below). Once accepted, students will spend three years in the professional program, which begins in the fall. At the time of application, normally fall of the freshman year, the student will be able to indicate their choice of concentration: nuclear medicine technology, radiography or radiation therapy. All three of these concentrations require the same academic prerequisite courses listed below. Students interested in the pre-clinical radiation sciences program must consult with a pre-health academic adviser to learn about requirements that are specific to the program and to speak about alternate/back-up majors. Admission to and completion of the pre-clinical radiation sciences program does not constitute admission to VCU's radiation sciences program in the Department of Radiation Sciences.</td>
</tr>
</tbody>
</table>

---

**Prerequisites for the physical therapy doctorate program**

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Sciences I</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 151 Introduction to Biological Sciences Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy (includes lab)</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>4</td>
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<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ 206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I*</td>
<td>4-5</td>
</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II**</td>
<td>4-5</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 304 Life Span Developmental Psychology or PSYC 407</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of the Abnormal</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total minimum prerequisites</strong></td>
<td>42-44</td>
</tr>
<tr>
<td><strong>Elective and major requirements to complete degree program</strong></td>
<td>76-78</td>
</tr>
</tbody>
</table>
Students with an interest in preparing for the radiation sciences program must declare an academic major while also indicating a pre-clinical radiation sciences advising track. Students do not earn a pre-clinical radiation sciences degree. Students unsure of their academic majors initially should clarify their academic interests through regular conversations with their advisers. Pre-clinical radiation sciences students are encouraged to choose a back-up major in a discipline of greatest interest to them.

**Prerequisites for the pre-clinical radiation sciences advising track**

It is recommended that applicants select a challenging course-load of science and math courses each semester to ensure adequate preparation for the academic rigor of the programs within the Department of Radiation Sciences.

**Science and non-science courses required for the pre-clinical radiation sciences advising track**

Students interested in pre-clinical radiation sciences must complete biological concepts with laboratory, human anatomy (lab included), human physiology with laboratory and a physics course with laboratory.

The non-science prerequisites for the pre-clinical radiation sciences advising track are: English composition, college algebra, introduction to psychology and a humanities course.

Although not required, courses in writing and rhetoric, introduction to clinical radiation sciences, a visual or performing art class, medical terminology and basic practice of statistics are highly recommended.

Many students will require an additional year of study before applying to the Clinical Radiation Sciences program.

All students admitted to a Bachelor of Science in Clinical Radiation Sciences concentration must demonstrate aptitude, abilities and skills in the following categories: sensory, communication, physical/mobility, cognitive and behavioral/social. These categories are further delineated in the Technical Standards for Admission and Graduation documentation.

**Additional information for the VCU pre-clinical radiation sciences advising track**

Following a review of admissions credentials, an interview with the admissions committee will be required for most applicants. If needed, the department will contact the student to schedule an interview.

---

**Prerequisites for the clinical radiation sciences program**

<table>
<thead>
<tr>
<th>VCU courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>MATH 141 Algebra with Applications</td>
<td>3</td>
</tr>
<tr>
<td>PHIS 206 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PHIZ 206 Human Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS/PHYZ 101 Foundations of Physics and</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory or *PHYS 201 General Physics</td>
<td></td>
</tr>
<tr>
<td>(lab included)</td>
<td></td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>Humanities or fine arts elective</td>
<td>3</td>
</tr>
<tr>
<td>(see University Core Curriculum –</td>
<td></td>
</tr>
<tr>
<td>humanities/fine arts approved list)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

*The prerequisite for PHYS 201 is MATH 151 Precalculus Mathematics*

---

**Sample curriculum outline**

<table>
<thead>
<tr>
<th>Fall semester, freshman year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101 Biological Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 101 Biological Concepts Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH 141 Algebra with Applications**</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities of fine arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Spring semester, freshman year**

| BIOL 205 Basic Human Anatomy             | 4       |
| PHIS 206 Human Physiology                | 3       |
| PHIZ 206 Human Physiology Laboratory     | 1       |
| PHYS/PHYZ 101 Foundations of Physics and  | 4       |
| Laboratory or PHYS 201 General Physics   |         |
| (lab included)                           |         |
| UNIV 112 Focused Inquiry II              | 3       |
| **Total**                                | **17**  |

**Preparation for professional studies in veterinary medicine and optometry**

Special advising programs are offered for several graduate and professional programs that are not offered at VCU, such as the study of veterinary medicine and optometry. The academic advisers are knowledgeable about requirements for admission into these programs including the appropriate course work and other credentials required to be competitive for gaining admission.

A Bachelor of Science program offered on the Monroe Park Campus provides excellent opportunities to complete the necessary prerequisites for application to schools of optometry and veterinary medicine. Interested students are encouraged to pursue a broad background in liberal arts, including sciences, humanities and social sciences. The adviser can assist students to identify schools of optometry and veterinary medicine for specific requirements. In general most schools of optometry require a minimum of 90 credits with courses in biological science, general chemistry, organic chemistry, physics, math, English and general psychology. Admission into veterinary schools generally requires a minimum of 90 credit hours with courses in general biology, general chemistry, organic chemistry, physics, biochemistry, math, English and humanities/social sciences.

**Interdisciplinary students and nondegree-seeking students**

The UC coordinates and administers degrees for students in the Bachelor of Interdisciplinary Studies program. The B.I.S. provides opportunities for students to combine disciplines in unique ways. Students can apply for a nontraditional, individualized, and interdisciplinary course of study by designing their own curriculum.

The nontraditional program is for students who already have some college credits, and who wish to create an individualized curriculum not available in traditional majors. With advising, students in this undergraduate program are able to design a degree compatible with their academic, career and personal interests. Some students pursue the B.I.S. degree to increase their chances for advancement in their jobs; some realize that the degree will provide personal or job satisfaction; and others want to design a program that will help them change careers. Regardless of the need, each student must define a specific focus area that combines two or more areas of study.

The UC also advises students admitted to VCU with a “nondegree-seeking” status. Undergraduate nondegree-seeking students who have not previously earned a baccalaureate degree may take a maximum of 11 credit hours per semester. Transient students who are seeking a degree at another institution of higher education may take up to 19 credit hours per semester. The nondegree-seeking student adviser helps these students identify appropriate courses for registration according to their educational goals, and also helps with the registration process.

For more information on advising programs, visit the UC Web site or call (804) 827-8648.

**Student-athlete support services**

The Office of Student Athlete Support Services coordinates academic advising for all student-athletes throughout their enrollment at VCU. This support enhances the opportunities for academic and personal success for student-athletes. The support staff assists students in the development of educational plans, ensures that VCU policies and NCAA rules and regulations regarding academics are being followed, and that students’ needs are successfully being met.

The student-athlete adviser helps student-athletes to understand VCU policies, achieve adequate progress toward graduation, overcome academic difficulties, develop future career goals and maintain NCAA eligibility. Optimal educational and personal success is maximized through tutoring services, study hall, mentoring program and life skills development. All freshmen are required to meet weekly with a team adviser, sophomores meet biweekly and all upperclassmen
meet with an adviser at least three times per semester. Student-athletes must meet with their adviser to register for classes each semester.

The Office of Student Athlete Support Services has implemented a unique mentoring program where student-athletes help each other create a strong game plan for success. Each semester, junior and senior student-athletes with a minimum GPA of 3.0 are chosen as mentors. The mentees are freshman student-athletes and any other student-athletes in need of intense individual support. The mentors and mentees are required to meet weekly and create detailed academic plans for the coming week. The mentors are required to attend biweekly training with the staff of the Office of Student-Athlete Advising.

**Advising after the first year**

After the first year and if a student does not fall into one of the special advising populations listed, advising is coordinated through the student’s major program.

**Advising contacts according to major**

- **College of Humanities and Sciences**
  - (including humanities, sciences and social sciences majors)
  - Office of Student Services
  - Hibbs Hall, Room 211
  - (804) 827-9211

- **School of Allied Health Professions**
  - Department of Clinical Laboratory Sciences
  - Randolph Minor Annex, Basement
  - 301 College Street
  - (804) 828-9469

- **Department of Radiation Sciences**
  - West Hospital, 6th Floor, West Wing
  - 1200 East Broad Street
  - (804) 828-9104

- **School of the Arts**
  - Art Foundation
  - Office of the Director
  - Bowe Street Parking Deck, 5th Floor
  - 609 Bowe Street
  - (804) 828-1129

- **Other advising**
  - Contact major department

- **School of Business**
  - Office of the Associate Dean for Undergraduate Studies
  - Sneed Hall
  - 301 West Franklin Street
  - (804) 828-3710

- **School of Dentistry**
  - Division of Dental Hygiene
  - Lyons Building
  - 520 North 12th Street
  - P.O. Box 980566
  - (804) 828-9096

- **School of Education**
  - Office of the Assistant Dean
  - Oliver Hall, Room 2090
  - 1015 West Main Street
  - (804) 828-3382 or see College of Humanities and Sciences for undergraduate advising within the major

- **Health, Physical Education and Exercise Science**
  - Oliver Hall, Room 1037
  - 1015 West Main Street
  - (804) 828-1948

- **School of Engineering**
  - 601 West Main Street
  - (804) 828-3925

- **School of Nursing**
  - School of Nursing Building, Room 1001
  - 1100 East Leigh Street
  - P.O. Box 980567
  - (804) 828-5171

- **School of Social Work**
  - Office of the Director for the B.S.W. Program
  - Raleigh Building, Room 103
  - 1001 West Franklin Street
  - (804) 828-0703

- **The Honors College**
  - West Grace Street Student Housing
  - 701 West Grace Street
  - P.O. Box 843010
  - (804) 828-1803

For additional information, visit [www.advising.vcu.edu](http://www.advising.vcu.edu).

**Academic advising and learning support courses**

The UC offers several academic advising and learning support courses to students, including Introduction to the University; MINDSET for Academic Success; Education and Career Planning; Focused Inquiry I and II; Focused Learning in BIOL 151/152. These courses support students in achieving academic success.

Descriptions for all courses offered by the university may be accessed through the online course database at [www.pubapps.vcu.edu/veucourses](http://www.pubapps.vcu.edu/veucourses). You may search by unit, subject or keyword, as well as by degree level.

**Master Adviser Certification Program**

The Master Adviser Certification Program is offered to all faculty and full-time advisers as a way to enhance their overall effectiveness in their roles as academic advisers. The 15-hour development program, offered in the spring semester (usually during the month of February), focuses on building advising repertoire through the informing, relating and enriching functions of academic advising.

Upon the completion of the certification program, advisers receive the designation of “expert” advisers and serve as a resource to other advisers in their academic disciplines. Continuing education opportunities are available each year to allow master advisers to renew their certification.

In addition, the Undergraduate Advising Council, appointed by the Office of the Provost, provides a forum for addressing campuswide advising issues and considering ways to continuously improve the quality of advising at VCU.

For more information on advising programs, visit the [UC Web site](http://www.vcu.edu) or call (804) 827-8648.

**Campus Learning Center**

A learning and tutoring resource, the Campus Learning Center enhances undergraduate students’ academic success at VCU. All CLC services are free for currently enrolled students. Students can schedule both individual and drop-in tutoring sessions in a wide variety of subjects, from courses in business to math and the social sciences.

The CLC also provides Supplemental Instruction, a nationally recognized program that provides learning support from student leaders who work with classroom instructors to make sure each SI session is beneficial. Typical SI offerings include sessions in entry-level sciences and the social sciences. SI offerings change slightly each semester, so students are encouraged to check the Web site for updated offerings as well as meeting times and locations. Focused Learning courses in biology (UNIV 151 and UNIV 152) are graded one- or two-credit courses, which integrate what-to-learn with how-to-learn. Each course is assigned a peer leader who is majoring in biology and has had extensive training in facilitating group study sessions.

The CLC also provides the Campus Testing Center, which offers administration of proctored exams, make-up testing and placement exams. For make-up testing, students must consult with their professors to arrange for tests to be taken in the Campus Testing Center. The professor will then send the exam directly to the test center, and the student will schedule a time to take the exam.

For more information on the Campus Learning Center, visit the [CLC on the Web](http://www.vcu.edu) or call (804) 827-8108.

**Writing Center**

The Writing Center offers free writing assistance for undergraduates, graduate students and faculty from any discipline. Consultants trained in the practice of effective writing and writing instruction offer one-on-one sessions to facilitate writers’ work on assignments.
The Writing Center is a collaborative environment designed to help students produce sharper, more critical thinking and a greater sense of audience as they write. Writing Center consultants encourage students to connect with their work, to invest in it and to take better ownership of their thinking and the subsequent writing that they produce. Weak writing is characterized by weak thinking and exacerbated even more by the distance between the writing task and the student writer. Negotiating this distance is hard work made all the more difficult when students labor in isolation. Working with a consultant the Writing Center helps overcome this isolation and helps students to view their work as meaningful expressions of their thinking.

The Writing Center offers appointments as well as assistance on a drop-in basis. Online services are available to students enrolled in distance learning courses and for students who are otherwise unable to make it to campus for face-to-face consultations.

For more information, visit the Writing Center on the Web or call (804) 827-8108.

### Core curriculum

The VCU Core Education Program provides a compact between VCU and its students. The university pledges to provide opportunities for students to improve their oral and written communication competency, to develop their critical thinking abilities, to improve their ability to work collaboratively on projects, to attain information fluency, to achieve quantitative literacy and to understand ethical perspectives and civic responsibilities in the 21st century.  

Along with an emphasis on student-centered learning, the primary goals of the Core Education Program are to:

1. Improve students’ levels of competencies in all skill areas.
2. Blend knowledge and skills from different disciplinary areas into one integrated experience.
3. Encourage and promote student engagement in present and future learning.

**Mission of the Core:** By providing shared learning experiences, the Core Education Program helps students develop competencies necessary for lifelong success.

The Core Education Program consists of 21 credit hours intended to be completed by the end of the sophomore year. Individual schools determine all other curricular requirements for their programs of study. All VCU students are required to take UNIV 111, 112 and 200. A minimum grade of C is required in UNIV 112 and UNIV 200. Transfer credits are not accepted for these courses after a student is enrolled at the university.

The Core Education Program includes three tiers.

#### Tier I

6 credit hours: UNIV 111 and 112 Focused Inquiry I and II: This two-semester sequence is required of all first-year students and provides the foundation of the Core Education Program. A minimum grade of C is required in UNIV 112. Students begin their Core shared experiences through the summer reading program with follow-through in the FI sequence as they engage in similar assignments and projects both in and out of class.

#### Tier II

As a complement to the first tier, Tier II courses reinforce the learning objectives introduced in the Focused Inquiry sequence. Courses in this tier are drawn from across the university and include:

1. 3-4 credit hours – a **quantitative literacy** course from the following approved list:
   - MATH 131 Introduction to Contemporary Mathematics
   - MATH 141 Algebra with Applications
   - MATH 151 Precalculus Mathematics
   - MATH 200 Calculus with Analytic Geometry or any 200-level (or greater) MATH course
   - MGMT 171 Mathematical Applications for Business
   - MGMT 301 Business Statistics
   - STAT 208 Statistical Thinking or any 200-level (or greater) STAT course

2. **Option for School of the Arts programs only (three-course sequence)**
   - MATH 121 Perspective Geometry
   - MATH 122 Tesselations
   - MATH 123 Visualization

#### Tier III

The third tier culminates in a capstone experience integrating the Core Education Program with the student’s major. This requirement, as determined by the major, may be fulfilled through a service-learning project, a research project with a faculty member, a study-abroad program, a senior thesis paper, a practical

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### Option for Honors College only

1. 3-4 credit hours – a **research and academic writing** course that emphasizes academic argument, information retrieval, analysis and documentation. A minimum grade of C is required.

   - UNIV 200 Writing and Rhetoric

2. **Option for Honors College only**
   - HONR 200 Rhetoric

3. **Option for clinical radiation sciences program only (two courses)**
   - CLRS 390 Research Methods in the Radiation Sciences
   - UNIV 298 Introduction to Research

4. **Option for Honors College only**
   - PHIL 230 Reason, Science and the Self

5. **Option for Honors College only**
   - INTL 365 International Political Economy (honors section)

6. **Option for Honors College only**
   - MATH 230 Mathematics in Civilization

7. **Option for Honors College only**
   - HUMS 200 Building a Just Society

8. **Option for Honors College only**
   - SLWK 200 Building a Just Society

9. **Option for Honors College only**
   - WRLD 230 Introduction to World Cinema

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### Approved List

#### Humanities/Fine Arts

- ENGL 215 Textual Analysis
- HIST 201 The Art of Historical Detection: ____
- HUMS 250 Reading Film
- MASC/INTL 151 Global Communications
- PHIL 201 Critical Thinking About Moral Problems
- PHIL 250 Thinking About Thinking
- RELS 108 Human Spirituality
- UNIV 213 The Truth About Lying
- UNIV 217 Finding Your Voice in Contemporary Society
- UNIV 299 What’s the Big Idea
- WRLD/INTL 203 Cultural Texts and Contexts: ____
- WRLD 230 Introduction to World Cinema

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### Social/Behavioral Sciences

- ANTH/INTL 103 Cultural Anthropology
- ECON 101/INTL 102 Introduction to Political Economy
- GSWS 201 Introduction to Gender, Sexuality and Women’s Studies
- HUMS 300 Great Questions of the Social Sciences
- INTL 101 Human Societies and Globalization
- POLI 103 U.S. Government
- POLI/INTL 105 International Relations
- PSYC 101 Introduction to Psychology
- SCTS 200 Science in Society: Values, Ethics and Politics
- SLWK 200 Building a Just Society
- SOCY 101 General Sociology
- UNIV 211 Food for Thought
- UNIV 222 Pseudoscience

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### Natural/Physical Sciences

- BIOL 101 Biological Concepts
- BIOL/ENVS 103 Environmental Science
- CHEM 110 Chemistry and Society
- ENVS 201 Earth System Science
- FRSC 202 Crime and Science
- INSC 201 Energy!
- PHYS 103 Elementary Astronomy
- PHYS 215 Science, Technology and Society

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### Other Approved Courses

- PHIL 250 Thinking About Thinking
- MASC/INTL 151 Global Communications
- HUMS 200 Building a Just Society
- WRLD/INTL 203 Cultural Texts and Contexts: ____
- WRLD 230 Introduction to World Cinema

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**Undergraduate Bulletin 2013-14**

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New Student Programs and Orientation

The University College offers a number of programs for new students and their families throughout the year. For more information on these programs, visit the UC Web site or call (804) 828-3700.

Orientation
VCU Works
Summer Reading Program
Programs for parents and families
Learning communities

Orientation

The University College offers an orientation program for incoming first-year and transfer students. The New Student Orientation program for first-time freshmen introduces students and their parents to the university, its expectations of them, campus resources, academic programs and courses offered. NSO provides opportunities for new students to interact with faculty, upper-level students and other new students. NSO participants can also meet with faculty members for information about their intended majors.

An important aspect of NSO is academic advising and registration. During advising, students meet with academic advisers to discuss their educational plans and course placement, and to choose classes for the first semester. Students also learn how to use the online registration system to register for classes.

NSO sessions are conducted throughout the summer preceding the fall semester and during the week before classes begin for the spring semester. The summer orientation program for new freshmen also includes a supplemental program for parents and other family members. The orientation evening program focusing on student life provides an opportunity to stay overnight in a VCU residence hall.

Transfer students new to VCU also attend an orientation program, which includes an introduction to the university and its resources, an overview of majors, academic advising and registration. During the academic advising portion, students review how credits completed at another institution apply toward general education, major and elective requirements at VCU. Academic advisers also assist transfer students with selecting courses they will take during their first semester and help students to learn the online registration system used to register for classes.

VCU Works

VCU Works provides meaningful on-campus employment opportunities that contribute to students’ integration into the university, academic success and personal development. VCU Works is designed to enhance the probability that students will achieve their educational and personal goals at VCU.

VCU Works is based on the premise that on-campus employment with a mentor who also serves as a supervisor contributes to the academic and social growth of its participants. In addition, VCU Works directly addresses the financial obstacles for students with financial need.

Students must apply to be eligible to participate in the VCU Works program. Participants will receive assistance to find relevant on-campus jobs where they will work up to 20 hours per week. Participants will be expected to attend pre-employment training and ongoing personal development workshops. In addition, they will receive mentoring from their supervisor. Information about the VCU Works program is available from the coordinator located in the UC.

Summer Reading Program

VCU’s Summer Reading Program introduces incoming students to the academic and intellectual culture of the university through a common academic experience. The program and the book, selected by VCU faculty and students during the preceding school year, will be introduced to students while they are on campus for the NSO program. Each student will receive a copy of the book and will be asked to read it and be prepared to discuss its primary themes when they return to campus in August.

During welcome week and throughout the academic year, students will come together to exchange ideas on the book through small group discussions led by a faculty member, university administrator or upper-level student. The discussions not only introduce students to academic dialogue, but they also offer new students the opportunity to establish connections with faculty, staff and their fellow students.

The summer reading program is an important part of students’ transition to university life and provides a shared experience as students begin their educational journey at VCU.

Programs for parents and families of first-year VCU students

Parents and family members play an important role in their college students’ education. VCU believes that college is a collaborative experience among students, their families, and the faculty and staff of the university. The UC associate dean serves as the liaison between the university and parents. Parents may contact the associate dean to address concerns, ask questions and receive assistance on other matters that arise in the college students’ lives during the first year.

Additionally, the UC offers several services for parents to support their first-year college students. Parent orientation is offered during the NSO, with programs geared specifically toward parents and their needs as a college parent. Parents of freshmen also receive a copy of the “Ram Fam,” the parent newsletter, which is mailed to the permanent address that the university has on file for the students. Parents of first-year students can also participate in the Freshman Parent Association and Freshman Parent Council, providing input on parent programming and events. And, parents are encouraged to attend the VCU Fall Fest with activities planned particularly for families.

Learning communities

Learning communities provide a way for first-year students to experience the benefits of a small college environment within a large university setting. Learning communities promote interaction with peers, faculty and UC staff, offer opportunities to become involved in the life of the university and help students achieve greater levels of academic success.

There are two types of learning communities available through the UC. The FIG (Freshman Interest Group) program guarantees students three to four common freshman courses during their first semester. Each FIG has no more than 25 students. Students in the FIG all take UNIV 101 Introduction to the University together as their anchor course. They also co-enroll in two or three additional classes. FIGs give students opportunities to form study groups and develop relationships with 24 other students who share common classes.

The residential villages are a second type of learning community offered. Residential villages allow students who share common academic or personal interests to live together on a particular floor in the freshman residence halls. Village participants also share at least one class during their first semester. The residential villages provide a built-in support system and promote a sense of community among participants.

UC courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to University College (UNIV) courses.

Health Sciences, Certificate in (Post-baccalaureate undergraduate certificate)

The Post-baccalaureate Undergraduate Health Sciences Certificate is designed for students who hold a baccalaureate degree in a non-science area and wish to pursue their undergraduate pre-health sciences requirements at VCU. The program is intended for students who have few or none of the prerequisites they need to enter doctoral-level programs in physical therapy, pharmacy, dentistry, medicine, osteopathic medicine, optometry or veterinary sciences. This program challenges students to complete more intensive science and math course work than the basic prerequisites and maintain at least a 3.0 cumulative GPA. The certificate program assists students in becoming more competitive for admission into graduate-level programs in the health sciences, but it does not guarantee admission into any program.

Those students completing the certificate are expected to achieve competency in introductory and more advanced-level science courses and will be granted opportunities to gain health care experience. Students can learn about health care program admissions requirements and strengthen their credentials through advising, student-run club activities and seminars.
Depending on the types of courses students complete before entering the program, the certificate can take one to three years to complete with either full- or part-time study. Students are advised on how to progress based on prior math and science course work, work and family constraints, and other factors that could affect the time frame to completion. The certificate program requires the completion of minimal competencies and a core curriculum.

Before beginning the core curriculum, students must show minimum competency by completing or transferring in equivalent courses with minimum grades of B or above for the following: MATH 151, BIOL 151, BIOZ 151, BIOL 152, BIOZ 152, CHEM 101, CHEZ 101, CHEM 102 and CHEZ 102. Students must have completed all chemistry courses within five years of the time they begin the program in order to apply them toward the minimum competency requirement.

The academic requirements to complete the core portion of the program are as follows: a minimum of six undergraduate courses or 25 credit hours in mathematics, statistics, chemistry, biology or physics. All program core courses must be at the 200 level or above. At least three of the courses in the core must have a laboratory.

A maximum of 11 credit hours can be transferred toward the core curriculum of the certificate program. Students must have earned a minimum grade of B in all course work accepted for transfer, which must come from an accredited institution. Students should consult with the pre-health sciences advisers to determine the most appropriate courses to meet their educational and career goals.

Courses will be selected from the following lists:

**Math and statistics**
MATH 200 Calculus with Analytic Geometry
STAT 210 Basic Practice of Statistics
STAT 314 Applications of Statistics

**Biology**
BIOL 205 Human Anatomy or
BIOL 301 Comparative Vertebrate Anatomy
BIOL 209 Medical Microbiology or
BIOL 303 Bacteriology
BIOL 218 Cell Biology
BIOL 302 Animal Embryology
BIOL 308 Vertebrate Histology
BIOL 310 Genetics
BIOZ 310 Genetics Laboratory
BIOL/FRSC 438 Forensic Molecular Biology
BIOL 445 Neurobiology and Behavior
BIOL 455 Immunology
BIOL 524 Endocrinology
BIOL/HGEN 530 Human Genetics
BIOL 540 Fundamentals of Molecular Genetics
PHIS 206 Human Physiology or
BIOL 311 Animal Physiology

**Chemistry**
CHEM 301 Organic Chemistry
CHEZ 301 Organic Chemistry Laboratory I
CHEM 302 Organic Chemistry
CHEZ 302 Organic Chemistry Laboratory II
CHEM 303 Physical Chemistry
CHEZ 303 Physical Chemistry Laboratory I
CHEM 304 Physical Chemistry
CHEZ 304 Physical Chemistry Laboratory II
CHEM 305 Physical Chemistry for the Life Sciences
CHEM 309 Quantitative Analysis
CHEZ 309 Quantitative Analysis Lab
CHEM/MEDC 310 Medicinal Chemistry and Drug Design
CHEM 320 Inorganic Chemistry I
CHEM 403 Biochemistry I
CHEM 404 Biochemistry II

**Physics**
PHYS 201 General Physic (includes laboratory)
PHYS 202 General Physics (includes laboratory)
PHYS 207 University Physics I (includes laboratory)
PHYS 208 University Physics II (includes laboratory)

While matriculating all students must maintain a minimum cumulative GPA of 3.0. Courses may not be repeated after gaining admission into the certificate program. Failure to maintain the minimum GPA will result in formal dismissal from the certificate program.

Students accepted into the program must also commit to at least 50 hours of volunteer service in the VCU Medical Center Volunteer Program or a private health care setting. Volunteer hours must be documented and submitted to the Office of Pre-health Sciences Advising at the time application is submitted for graduation.

Students participating in the program receive all of the services provided by the University College, which include advising, placement testing, tutoring, student-run club activities, pre-health sciences advisory committee evaluation (for pre-dentistry and pre-medicine only), confidential letter-of-evaluation file service (for pre-dentistry and pre-medicine only) and listserv announcements.

Admission to the Post-baccalaureate Health Sciences Certificate Program is based on students’ academic achievement in their baccalaureate programs and whether the certificate program will help them achieve their professional goals. The program accepts students to start in the fall and spring semesters. Application deadlines are the same for transfer students applying to the university. The program is not offered to students pursuing entry into undergraduate- or master’s-level health professions programs, nor is it open to those pursuing pre-health course work as part of their undergraduate concentrations at VCU.

**Interdisciplinary Studies, Bachelor of (B.I.S.) [University College]**

Pamela Wiegardt, Ed.D.
Adviser
(804) 827-8648

The Bachelor of Interdisciplinary Studies is an individualized and interdisciplinary program for students who cannot find a major at Virginia Commonwealth University that meets their goals. Some students pursue the B.I.S. degree to increase their chances for advancement in their jobs; some realize that the degree will provide personal or professional satisfaction; and others want to design a program that will help them change careers. Students in this undergraduate degree program are able to design an individualized degree compatible with their academic, career or personal needs. This nontraditional program is designed for students who wish to create an individualized curriculum not available in traditional majors. Interdisciplinary studies is intended for students who have clearly articulated goals that cannot be met by existing university programs. The B.I.S. provides opportunities for students to combine disciplines in unique ways.

**The application process**

To apply to the B.I.S. program, prospective individualized track students must:

- Attend one orientation session
- Have a goal that cannot be met by another degree program at VCU
- Submit an application for review by the adviser of B.I.S., designated faculty adviser and the dean of University College, detailing a proposed plan for an interdisciplinary course of study that meets university and B.I.S. program requirements

Students apply for nontraditional, individualized and interdisciplinary courses of study by designing their own curricula. The adviser of the B.I.S. program and a faculty adviser assist students in determining the appropriateness of this program, inform students of the B.I.S. curriculum guidelines and provide guidance on the application process. With the assistance of the B.I.S. adviser and a designated faculty adviser, students define their educational goals and design their interdisciplinary curricula by drawing on a variety of course offerings. Each student’s plan must define a specific focus area that combines two or more areas of study.

The proposed interdisciplinary curriculum plan will be evaluated by the adviser of the B.I.S. program, the designated faculty adviser and the dean of University College. Each application will be evaluated based on compliance with university degree requirements as well as B.I.S. curriculum and individualized program requirements. Students will be notified in writing of the dean’s decision to accept or deny admission into the program.

After admission to the program, students will follow an approved, finalized, individualized curriculum plan. The finalized curriculum plan is the official permanent record of the student’s degree requirements and this must be approved
by the adviser of B.I.S, the designated faculty adviser and the dean of University
College. This document records all transfer credits applicable to the B.I.S. degree
and lists the courses required to complete the degree.

Individualized program requirements

Core education requirements:

A. Writing and research
6 credit hours: UNIV 111, 112 Focused Inquiry I, II – This two-semester
sequence is required of all first-year students and provides the foundation
of the Core Education Program. Students begin their Core shared
experiences through the summer reading program with follow-through in
the FI sequence as they engage in similar assignments and projects both
in and out of class.

3 credit hours: A research and academic writing course that emphasizes
academic argument, information retrieval, analysis and documentation.
UNIV 200 may be used to fill this requirement or an equivalent course
designed by the department/school.

B. Quantitative literacy
3 credit hours: a quantitative literacy course from following list of
approved courses
MATH 131 Introduction to Contemporary Mathematics
MATH 141 Algebra with Applications
MATH 151 Pre-calculus Mathematics
MATH 200 Calculus with Analytic Geometry
MGMT 171 Mathematical Applications for Business
STAT 208 Statistical Thinking

C. Core general education
9 credits: Including one course from each of the following areas:

1. Natural/physical sciences
BIOL 101 Biological Concepts
BIOL/ENVS 103 Environmental Science
CHEM 110 Chemistry and Society
ENVS 201 Earth System Science
FRSC 202 Crime and Science
INSC 201 Energy!
PHYS 103 Elementary Astronomy

2. Humanities/fine arts
ENGL 215 Textual Analysis
HIST 201 The Art of Historical Detection
HUMS 250 Reading Film
PHIL 151 Global Communication
PHIL 201 Critical Thinking
PHIL 250 Thinking About Thinking
RELS 108 Human Spirituality
WRLD/INTL 203 Cultural Texts and Contexts
WRLD 230 Introduction to World Cinema

3. Social/behavioral sciences
ANTH/INTL 103 Cultural Anthropology
ECON 101/INTL 102 Introduction to Political Economy
GSWS 201 Introduction to Gender, Sexuality and Women’s Studies
HUMS 300 Great Questions of the Social Sciences
INTL 101 Human Societies and Globalization
POLI 103 U.S. Government
POLI/INTL 105 International Relations
PSYC 101 Introduction to Psychology
SOCY 101 General Sociology

D. Additional general education requirements
9 credit hours: Select at least 3 courses offered by the College of
Humanities and Sciences that are not required in your focus area.

E. Capstone course
3 credit hours: This requirement may be fulfilled through a service-
learning project, a research project with a faculty member, a study
abroad program, a senior thesis paper or a practical internship. This
requirement ties learned experience in the Core Education Program with
a practical application and will be completed through an upper-level
course in the student’s focus area. Students may use the capstone in
either of their minor areas or they can propose a unique capstone
appropriate for their focus area.

Focus area
The individually designed interdisciplinary focus area requires a minimum of 36
semester credits, 24 of which must be upper-level credit. The focus area has to
combine at least two areas of study. One way to accomplish this is to complete the
requirement for two minors as designated in the Undergraduate Bulletin.

Electives
Maximum of 57 credits

Other requirements
The curriculum plan must also meet the following university policies and degree
requirements:

• No more than 63 semester hours may be from two-year colleges (e.g., junior
or community colleges).

• No more than 30 semester hours in applied science credit from a transfer
institution in a nontraditional area (e.g., early childhood education,
horticulture, hotel and restaurant management) can be used toward the
degree, and it must be transferred as part of the focus area.

• B.I.S majors are required to participate in assessment activities (e.g., focus
groups and exit surveys) as determined by the B.I.S. adviser. Assessment
information is used to assist faculty in evaluating program effectiveness.

Students have a variety of credit options, including CLEP examinations, credit for
formal military training and credits for certain professional certifications when
they do not duplicate college course work.
The faculty and staff of the College of Humanities and Sciences are dedicated to excellence in teaching, research and public service. The mission of Virginia Commonwealth University provides the framework for this pursuit of excellence.

Teaching and learning are central to the college, and the college is central to educational and intellectual life at VCU. The college meets the educational needs of a diverse student body, provides general education for all undergraduate students of the university, preparatory programs for the health sciences, engineering and law, and educates future teachers in the liberal arts and sciences. The college offers comprehensive undergraduate, graduate and professional programs of study that link a foundation of understanding and knowledge with skills on which students can build careers, become responsible citizens and continue lifelong learning.

Scholarship, creative work and professional accomplishment are essential to teaching and learning. The college is responsible for advancing understanding and increasing knowledge for its own sake, for the educational benefit of its students, and for the good of the larger community.

In both teaching and research, the College of Humanities and Sciences seriously upholds the responsibilities of being part of a public, metropolitan university. Through service and public teaching, the college meets the challenges and opportunities afforded by VCU’s urban environment and by its location in the capital of the commonwealth.

The college achieves national and international recognition through the success of its students, the advancement of the disciplines and professions represented by its programs, and through the individual and collaborative research of its faculty.

**Administration**

828 West Franklin Street
P.O. Box 842019
Richmond, Virginia 23284-2019
(804) 828-1674
Fax: (804) 828-1576
www.has.vcu.edu

James Coleman
Professor and Dean

Alison Baski
Professor and Executive Associate Dean

Kevin Allison
Associate Professor and Associate Dean for Community Activities

James Mays
Associate Professor and Associate Dean for Undergraduate Academic Affairs

**History**

The College of Humanities and Sciences was organized in 1966 (then the School of Arts and Sciences) as a combination of several existing departments at Richmond Professional Institute: Biology, Chemistry, English, Foreign Languages, and History and Political Science. The departments of Philosophy and Religious Studies, Mathematical Sciences, Physics, Psychology, Sociology and Anthropology, and Political Science were developed or added subsequently.

Arts and Sciences began its first graduate programs in 1969 with master’s programs in psychology and sociology. Master’s programs in biology and mathematical sciences and a doctoral program in clinical psychology were soon to follow in 1971. In 1974, English/English education began a master’s program offered cooperatively by the Department of English and the Division of Teacher Education of the School of Education. In that same year the graduate program in chemistry, a cooperative venture between the departments of Chemistry on the Monroe Park Campus and Pharmaceutical Chemistry on the MCV Campus, was transferred administratively to the School of Arts and Sciences. Beginning in 1976, a master’s degree was created in mass communications, while in 1978, a doctoral program in social policy and social work started in cooperation between the Department of Sociology and Anthropology and the School of Social Work.

In July 1981, the School of Arts and Sciences and the Department of Mass Communications were organized into the College of Humanities and Sciences and the School of Mass Communications. The Master of Fine Arts in Creative Writing commenced in 1983 followed by the M.S. in Physics in 1984. Three years later, the Department of Mathematical Sciences established the M.S. in Computer Science program, and finally, a master’s degree in history was initiated in 1994 through the Department of History.

Effective July 1, 1994, the departments of Criminal Justice, Public Administration and Urban Studies joined the college from the dissolved School of Community and Public Affairs. Each department brought to the college both master’s and post-baccalaureate certificate programs within their disciplines. The Public Administration program was merged with the Political Science program to form the Department of Political Science and Public Administration. The Ph.D. in Public Administration program was initially incorporated into the newly merged department and now resides in the Center for Public Policy.

**Accreditation**

Chemistry (bachelor’s degree)
The American Chemical Society

Psychology (doctoral degrees: clinical, counseling)
American Psychological Association

Public Administration (master’s degree)
National Association of Schools of Public Affairs and Administration

Urban and Regional Planning (master’s degree)
Planning Accreditation Board

**Undergraduate information**

**Undergraduate degree programs**

The College of Humanities and Sciences offers baccalaureate degrees in 24 areas:

- African American Studies – B.A.
- Anthropology – B.S.
- Biology – B.S.
- Chemistry – B.S.
- Criminal Justice – B.S.
- Economics – B.S.
- English – B.A.
- Foreign Language – B.A.
  - French
  - German
  - Spanish
  - world film studies
- Forensic Science – B.S.
- Gender, Sexuality and Women’s Studies – B.A.
- History – B.A.
- Interdisciplinary Studies – B.S.
  - liberal studies for early and elementary education
- International Studies – B.A.
  - area studies
  - global studies
- Mass Communications – B.S.
  - advertising
  - journalism
  - broadcast
  - print
  - public relations
- Mathematical Sciences – B.S.
  - applied mathematics
  - biomathematics
  - mathematics
  - operations research
  - secondary teacher preparation
  - statistics
- Philosophy – B.A.
  - ethics and public policy
- Physics – B.S.
- Political Science – B.A.
- Psychology – B.S.
- Religious Studies – B.A.
- Sociology – B.S.
- Urban and Regional Planning – B.S.

- Economics – B.A.
- English – B.A.
- Foreign Language – B.A.
- German – B.A.
- French – B.A.
- Spanish – B.A.
- world film studies

**Interdisciplinary Studies**

- global studies
- liberal studies for early and elementary education
- area studies
- global studies
- Mass Communications – B.S.
- advertising
- journalism
- broadcast
- print
- public relations
- Mathematical Sciences – B.S.
  - applied mathematics
  - biomathematics
  - mathematics
  - operations research
  - secondary teacher preparation
  - statistics
- Philosophy – B.A.
  - ethics and public policy
- Physics – B.S.
- Political Science – B.A.
- Psychology – B.S.
- Religious Studies – B.A.
- Sociology – B.S.
- Urban and Regional Planning – B.S.
Information concerning curricula is given in the individual program descriptions.

Minors and certificate programs

In addition to a major, a student may elect a minor area of study in any program or department offering such a program. The minor can be used to fulfill career needs or serve as a means for the student to study a discipline of secondary interest.

Students interested in pursuing a minor should discuss their intentions with their advisers or the chair of the major department. When the student decides on a minor, a Change of Major/Minor form must be completed in the Office of Records and Registration. When the student files for graduation, the student must complete the Minor Application along with the Graduation Application.

Courses for the minor should be chosen from courses approved by departments offering minors in their areas. Generally, students cannot minor in the same area as their major.

A minor designation on the transcript requires a minimum of 18 credit hours and a minimum 2.0 GPA must be achieved in the minor. Prerequisites for courses are stated under course descriptions in the VCU Courses database online at www.pubinfo.vcu.edu/vucourses.

Detailed descriptions of each minor and certificate program appear in this bulletin.

Minors are offered in the following areas:

- African American studies
- African studies
- American studies
- anthropology
- Arabic and Middle Eastern studies
- Asian and Chinese studies
- biology
- British studies
- Catholic studies
- chemistry
- creative writing
- criminal justice
- economics
- English
- European studies
- French
- gender, sexuality and women’s studies
- German
- history
- homeland security and emergency preparedness
- international social justice studies
- Islamic studies
- Italian studies
- Judaic studies
- Latin American studies
- mathematical sciences
- media studies
- Mediterranean studies
- nonprofit management and administration
- philosophy
- philosophy of law
- physics
- political science
- psychology
- public management
- religious studies
- Russian studies
- sociology
- Spanish
- statistics
- urban and regional studies
- world cinema
- writing

Undergraduate certificates are awarded in the following areas and levels:

- international management studies (baccaulareate certificate, in conjunction with the School of Business)
- Spanish/English translation and interpretation (baccaulareate certificate)
- statistics (post-baccaulareate undergraduate certificate)

Teacher preparation

Students in the college can apply to the Extended Teacher Preparation Program sponsored jointly with the School of Education. This program awards both a bachelor’s degree from the College of Humanities and Sciences and a master’s degree from the School of Education. Students who successfully complete this program will be certified to teach in early childhood, middle or secondary education.

Additional information on this five-year program is available at the School of Education’s Office of Student Services in Room 3106, Oliver Hall, or by calling (804) 827-2670. A more thorough description of this program is found under the “School of Education” section of this bulletin and in the Extended Teacher Preparation Handbook available from the School of Education’s Department of Teaching and Learning or the College of Humanities and Sciences Dean’s Office.

Information about VCU students’ performances on the state-mandated licensure tests (Praxis I: Reading, Writing and Mathematics and Praxis II: Specialty Area Tests) is available on the School of Education Web site: www.soe.vcu.edu.

Educational goals

The ultimate goal of a liberal arts education is to help students develop the abilities to think and continue their learning. These skills will aid students as they take their places in a world dominated by change. These abilities also will aid students in their future endeavors as they encounter problems, whether in their personal or professional lives, or in their communities. Graduates of the College of Humanities and Sciences are broadly educated, not simply trained, allowing them to function as understanding participants in events rather than as spectators or even victims of those events.

To achieve this goal, the faculty of the College of Humanities and Sciences has identified the following specific requirements.

- Students should write well, organize their ideas, support them and communicate them clearly and effectively.
- Students should reason logically and be able to quantify experiences.
- Students should have knowledge of the fundamental ideas and methods of the natural sciences.
- Students should be able to analyze ethical conflicts.
- Students should have an understanding of literature and the other arts.
- Students should have knowledge of American heritage and those of other cultures, along with an introduction to a foreign language.
- Students should have a basic knowledge of human behavior and social, political and cultural institutions.

Academic advising

All freshmen majoring in areas offered within the College of Humanities and Sciences are advised through the University College. Please refer to the “University College” section of this bulletin for further information on the first-year advising program. After attaining sophomore standing, students within the college receive academic advising from within the department or school of their majors. The advising system for each department and school varies somewhat; however, each student is assigned an adviser according to their program of study. Students are encouraged to take full advantage of the educational and career-planning assistance provided by their assigned faculty advisers. Ultimately, students are responsible for understanding all university and college requirements needed to earn a degree and for seeking out academic advising on a regular basis.

The academic advisers provide assistance with interpreting policies, requirements and regulations, maximizing academic success and enriching the overall undergraduate educational experience.

Graduation requirements
For students majoring in a four-year bachelor’s degree program within the College of Humanities and Sciences (including students in the pre-dental, pre-medical, pre-optometry, pre-veterinary and extended teacher preparation program classifications), there are four areas of requirements that the student must complete for graduation:

1. Undergraduate Core Education Program requirements
2. General education requirements of the College of Humanities and Sciences (see departmental major sections for collateral requirements)
3. Departmental major requirements
4. Electives to complete the total of a minimum of 120 credits

**General education requirements for undergraduate study**

All baccalaureate degree programs require students to complete a minimum of 120 credits. No more than four of those credits can be physical education/activity courses. See program descriptions for exact number of major credits (30 credit minimum) and elective courses to complete the total required 120 credits.

**General education requirements for bachelor’s degrees within the College of Humanities and Sciences**

The purpose of general education courses in the College of Humanities and Sciences is to provide a foundation for lifelong learning among its students. This foundation includes the six core competencies of written communication, oral proficiency, critical thinking, information fluency, ethical and social responsibility and quantitative literacy. The College of Humanities and Sciences’ general education curriculum encourages students to pursue multiple interests simultaneously and creates opportunities for connecting learning across courses, disciplines and contexts. Additionally, it provides students with effective communication skills, the ability to analyze situations and think critically about the world around them, locate and analyze information to make informed decisions, and integrate knowledge from multiple perspectives and disciplines. The College of Humanities and Sciences’ general education curriculum proposes to foster academic community by linking the liberal arts and professional learning, and provides a strong foundation of knowledge, skills and experiences that are the hallmark of a VCU undergraduate education. The College of Humanities and Sciences’ general education program totals 33-48 credit hours (hours vary according to foreign language placement and variations in individual course credit hours). The general education program includes three distinct tiers plus a senior capstone experience that is part of the major requirements.

**Foundational courses: 12 credit hours**

Foundational courses lay the groundwork for developing skills in the six identified competencies and lay the groundwork for future learning. (These courses satisfy a portion of the University Core Curriculum.)

- UNIV 111 Focused Inquiry I
- UNIV 112 Focused Inquiry II
- UNIV 200 Writing and Rhetoric or academic research writing

Math and statistics:

Complete one of the following courses: MATH 131 Introduction to Contemporary Mathematics, STAT 208 Statistical Thinking or a 100- or 200-level MATH or STAT course (except MATH 121, 122, 123) as listed on the major curriculum worksheet guide and recommended by the academic adviser.

**Supporting courses: 18-21 credit hours**

Supporting courses further develop the core competencies while providing a vehicle for intellectual inquiry within specific areas of study. Students must complete at least 18 credits (comprising at least six courses) by successfully completing the following: (i) at least one course in each of the following four content areas, and (ii) two additional courses from these content areas or the Tier II content areas of humanities/fine arts, social/behavioral sciences or natural/physical sciences of the VCU Core Education Program (the two additional courses must be from different content areas).

1. Human, social and political behavior

These courses are designed to deepen students’ understanding of the study of society and the behavior of its citizens in various contexts.

- ANTH/INTL 103 Introduction to Anthropology
- ECON 101/INTL 102 Introduction to Political Economy
- HUMS 300 Great Questions of the Social Sciences
- POLI 103 U.S. Government
- PSYC 101 Introduction to Psychology (4 credits)
- SCTS 200 Science in Society: Values, Ethics and Politics
- SOCY 101 General Sociology

2. Science and technology

These courses are designed to enhance students’ literacy in science and technology, including an understanding of the natural world, experience with the fundamental ideas and methods of the sciences and greater scientific literacy, particularly in relation to energy, evolution and evaluation.

- BIOL 101 Biological Concepts (3 or 4 credits)
- BIOL/ENVS 103 Environmental Science (4 credits)
- CHEM 110 Chemistry and Society
- ENVS 201 Earth System Science
- FRSC 202 Crime and Science
- INSC 201 Energy!
- PHYS 103 Elementary Astronomy

3. Diverse and global communities

These courses are designed to provide students with an understanding of communities, cultures and identities other than their own, and with the ability to apply methods of inquiry from various academic disciplines to the understanding of diverse cultures and societies and the interactions among them.

- GSWS 201 Introduction to Gender, Sexuality and Women’s Studies
- INTL 101 Human Societies and Globalization
- MASC/INTL 151 Global Communications
- POLI/INTL 105 International Relations
- RELS 108 Human Spirituality

4. Literature and civilization

These courses are designed to help students explore the relationships between human expression (in texts, films and material culture) and human societies, as well as between the present and the past.

- ENGL 215 Textual Analysis
- HIST 201 The Art of Historical Detection:
- HUMS 250 Reading Film
- PHIL 201 Critical Thinking About Moral Problems
- WRLD/INTL 201 Cultural Texts and Contexts:
- WRLD 230 Introduction to World Cinema

**Experiential courses: 2-12 credit hours**

These courses complement the other areas of inquiry by providing practical and experientially based knowledge both within and outside of the traditional classroom setting.

**Foreign language (0-8 credits)**

The study of a foreign language enhances students’ appreciation for and knowledge of other cultures. Students who have studied a foreign language have cognitive development, creativity and divergent thinking. Students must complete a foreign language through the 102 level or equivalent through credit, placement testing or other demonstrated proficiency.

**Experiential fine arts (1-3 credits)**

Students involved in the fine arts gain a greater understanding of the cultural and aesthetic possibilities of the world around them. Students satisfy this requirement by the completion of one course offered by the School of the Arts.

**HUMS 202 Choices in a Consumer Society (1 credit)**

An online personal finance course focusing on participatory, application-based exercises designed to arm students with the ability to make educated decisions in relation to future financial choices such as payment of student loans, understanding credit card statements, applying for mortgages, credit rating and planning for retirement.

**Senior capstone: 1-3 credit hours**

This course provides a discipline-specific culminating intellectual experience.
Students must take at least 1 credit of a senior capstone experience within the major. Students must have senior status (at least 85 credit hours toward graduation) when completing this requirement.

Department of African American Studies

Shawn Utsey
Associate Professor and Department Chair
www.has.vcu.edu/aas

The Department of African American Studies at Virginia Commonwealth University provides an educationally rich environment in which students and scholars research, learn and teach about the past and present realities of people of African descent. Employing a wide range of theories, perspectives, methods and tools, African American Studies faculty explore social, political, economic and cultural realities and connections between the experiences of persons in Africa and throughout the African Diaspora. The department emphasizes experiential learning, offers study abroad opportunities and internships.

African American studies courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level. Follow this link to African American studies (AFAM) courses.

African American Studies, Bachelor of Arts (B.A.)

Special requirements

Students majoring in African American studies must meet the general education requirements of the College of Humanities and Sciences. The Bachelor of Arts in African American Studies requires the completion of 120 credits with at least 36 credits in African American studies courses. At least 21 of the 36 credits in African American studies must be in upper-division courses. Students are required to take at least one approved course pertinent to each of the following geographical regions: (1) Africa, (2) North America and (3) Latin America or the Caribbean.

Students also are required to establish an area of study by taking either a minimum of four courses in the African American health concentration or four courses in a single cooperating department. A cooperating department or program is defined as one that regularly offers at least one cross-listed course per year, which includes: Anthropology, Criminal Justice, Dance, English, Geography, History, Mass Communications, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Theatre and Gender, Sexuality and Women’s Studies. When courses not cross-listed with African American Studies are used to meet the concentration requirement, they must be selected in consultation with the African American studies adviser.

The Bachelor of Arts in African American Studies gives students the opportunity to pursue a liberal education consistent with their intellectual interests and career goals. This program prepares students for graduate studies in African American studies and other fields. African American studies majors interested in teaching careers at the middle school level can enroll in the Extended Teacher Preparation Program, provided they have fulfilled the requirements of a minor in any of the sciences, mathematics, English, history or political science. Eligibility to teach at the secondary level requires African American studies majors to complete a second liberal arts major in the subject they plan to teach.

Degree requirements for African American Studies, Bachelor of Arts (B.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Use the skills and approaches of a cooperating discipline in which they have a concentration
- Be proficient in the basic use of computers
- Employ interdisciplinary methods and suggest approaches or solutions to global issues, particularly those involving persons of African descent
- Write about and discuss the field’s history, relevance and scope
- Summarize, analyze and evaluate scholarly and/or popular works dealing with the black experience, both orally and in writing
- Gather data and information in related disciplines to investigate topics or issues related to the black experience
- Locate and use databases recognized in the field of African American studies to conduct independent research
- Identify significant historical events, persons and scholarship that document the role and value of African and African American literature and arts
- Communicate with diverse communities, recognize interdependence and be exposed to an ethic of community engagement

General Education requirements (32-46 credits)  

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
</tr>
</tbody>
</table>

Major requirements (36 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFAM 105 Introduction to African American Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 208 African-American Social Thought</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 308 Modes of Inquiry in African-American Studies</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 408 Seminar in African-American Studies (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>AFAM 416/ANTH 416 Origin and Evolution of the Idea of Race</td>
<td>3</td>
</tr>
<tr>
<td>Geographical areas requirement (Complete one course in each of these geographical areas.)</td>
<td>9</td>
</tr>
<tr>
<td>Africa</td>
<td></td>
</tr>
<tr>
<td>North America</td>
<td></td>
</tr>
<tr>
<td>Latin America or the Caribbean</td>
<td></td>
</tr>
<tr>
<td>Cooperating departments and programs requirement (Complete four courses in one of the cooperating departments or programs below.)</td>
<td>12</td>
</tr>
<tr>
<td>Anthropology, Criminal Justice, Dance, English, Geography, History, Mass Communications, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Theatre and Gender, Sexuality and Women’s Studies</td>
<td></td>
</tr>
</tbody>
</table>
Credits

4-6

3-4

3-4

3-4

1-3

3-4

1-3

0-8

3

3

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9

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1

1
departments at the VCU Medical Center: Anatomy and Neurobiology, Biochemistry, Biostatistics, Human and Molecular Genetics, Microbiology and Immunology, Pathology, Pharmacology and Toxicology, and Physiology and Biophysics. Visit the Department of Biology’s Web site: www.has.vcu.edu/bio.

**Administration**

**Donald R. Young**
Professor and Department Chair

Jennifer K. Stewart
Associate Professor and Director of Graduate Studies

www.has.vcu.edu/bio

**Biology courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject, or keyword, as well as by degree level.

The following courses do not apply toward the major in biology: BIOL 101, BIOZ 101, BIOL/ENV 103, BIOL 201, BIOZ 201, BIOL 205, BIOZ 205, PHIS 206, PHIZ 206, BIOL 209, BIOZ 209, BIOI 217, and BIOL 332. A C grade or better in each prerequisite course is required for enrollment in all biology courses BIOL 205 or higher that have prerequisites listed in their course descriptions.

Follow these links to biology (BIOL) courses or the (BIOZ) laboratories.

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**Biology, Bachelor of Science (B.S.)**

**Special requirements**

The curriculum for a Bachelor of Science in Biology requires a minimum of 120 credits, with at least 40 of those credits in biology or other approved courses. A cumulative GPA of 2.0 for biology courses is required. At least six laboratory experiences must be taken from all biology courses; only one of these may be BIOL 492 Independent Study or BIOL 495 Research and Thesis. Registration in BIOL 492 or BIOL 495 must be for a minimum of two credit hours to count as one of the six required laboratory experiences. No more than eight credits of the 100-level (or introductory level) biology courses can be applied to the major.

A minimum grade of C in BIOL 151, BIOL 152, BIOZ 151, BIOZ 152, BIOL 218, BIOL 310 and BIOL 317 is required for enrollment in all courses for which they are prerequisites and to successfully complete the B.S. in Biology.

The four-year curriculum in biology prepares students for graduate study in biology, for employment in laboratory or field programs in private industry or government agencies and for teaching in secondary schools. This curriculum also prepares students for admission into schools of medicine, dentistry and veterinary medicine, and into allied health programs.

**Degree requirements for Biology, Bachelor of Science (B.S.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

**Knowledge base**

Students will demonstrate knowledge of evolutionary processes and the functions and interactions of cells, organisms and species.

**Communication skills**

Students will demonstrate oral and written communication skills needed for professional careers in the field of biology.

**Critical-thinking skills**

Students will demonstrate critical thinking, problem-solving and analytical skills.

**Method and inquiry**

Students will demonstrate knowledge in the methods of inquiry and research in biology.

**General Education requirements (32-46 credits)**

**Credits**

**University Core Education Curriculum (minimum 21 credits)**

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 1
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 1
Approved H&S science and technology (fulfills University Core natural/physical sciences) 1

**Collateral requirements (32-35 credits)**

CHEM 101-102 General Chemistry 6
CHEZ 101 General Chemistry Laboratory I 1
CHEZ 102 General Chemistry Laboratory II 1
CHEZ 301-302 Organic Chemistry 6
CHEZ 301 Organic Chemistry Laboratory I 2
CHEZ 302 Organic Chemistry Laboratory II 2
MATH 151 PreCalculus Mathematics (by course or placement) (fulfills quantitative literacy) 1
PHYS 201 General Physics or PHYS 208 University Physics I 4-5
PHYS 202 General Physics or PHYS 208 University Physics II 4-5
STAT 210 Basic Practice of Statistics 3
STAT course (numbered 314 or above) or MATH 200 Calculus with Analytic Geometry 3-4

**Major requirements (minimum 40 credits)**

Biocore (18-21 credits)

BIOL 151 Introduction to Biological Science I 1
BIOL 152 Introduction to Biological Science II 1
BIOL 152 Introduction to Biological Science Laboratory I 1
BIOL 218 Cell Biology 3
BIOL 310 Genetics 3
BIOL 317 Ecology 3
BIOL 475 Biology Capstone Seminar, BIOZ 476 Biology Capstone Laboratory or BIOL 477 Biology Capstone Experience (capstone) 1-4

**Biology electives (19-22 credits)**

Select from all biology (BIOL and BIOZ) courses applicable to the biology major and biochemistry (CHEM 403). All majors must complete at minimum:

One course from the animal group approved list 3-5
One course from the plant group approved list 3-4
One lab experience from the plant or animal group* 1-5
Five additional biology lab courses (excluding BIOZ 101, 201 and 209 and PHIS 206) 5-22

The laboratory experiences may be fulfilled by a separate laboratory section (BIOZ) or by laboratory hours included in a
lecture-based (BIOL) course. Not all courses are offered each semester. BIOL courses at the 500 level are available to seniors and graduate students only.

Other biology electives (to satisfy the 40 biology credits required for the major) 0-10

Open electives (0-16 credits)
Open electives 0-16

Total 120

**Electives**

Courses marked with an asterisk (*) include laboratory hours and may be used to satisfy laboratory requirements.

**Animal group**

BIOL 301 Comparative Vertebrate Anatomy*
BIOL 302 Animal Embryology*
BIOL 309 Entomology*
BIOL 312 Invertebrate Zoology
BIOZ 312 Invertebrate Zoology Laboratory
BIOL 313 Vertebrate Natural History
BIOZ 313 Vertebrate Natural History Laboratory
BIOL 391 Topics in Biology (as approved)
BIOZ 391 Topics in Biology Laboratory (as approved)
BIOL 416 Ornithology
BIOL 416 Ornithology Laboratory
BIOL 417 Mammalogy*
BIOL 435 Herpetology*
BIOL 445 Neurobiology and Behavior*
BIOL 503 Fish Biology*

**Plant group**

BIOL 320 Biology of the Seed Plant*
BIOL 321 Plant Development
BIOL 321 Plant Development Laboratory
BIOL 322 Economic Botany
BIOL 323 Plant Physiology
BIOL 391 Topics in Biology (as approved)
BIOZ 391 Topics in Biology Laboratory (as approved)

**Other biology electives**

BIOL 291 Topics in Biology
BIOL 292 Independent Study
BIOL 303 Bacteriology
BIOL 303 Bacteriology Laboratory
BIOL 307 Aquatic Ecology
BIOL 307 Aquatic Ecology Laboratory
BIOL 308 Vertebrate Histology*
BIOL 310 Laboratory in Genetics
BIOL 311 Animal Physiology
BIOL 317 Ecology Laboratory
BIOL 332/ENVS 330 Environmental Pollution
BIOL 341/ANTH 301 Human Evolution
BIOL 351/BNFO 301 Introduction to Bioinformatics
BIOL 361 Biomedical Research
BIOL 391 Topics in Biology
BIOL/BNFO/MATH 380 Introduction to Mathematical Biology*
BIOZ 391 Topics in Biology Laboratory
BIOL 392 Introduction to Research
BIOL 401 Applied and Environmental Microbiology
BIOL/ANTH 403 Primatology
BIOL 413 Parasitology
BIOL 431 Introduction to Marine Biology
BIOL/FRSC 438 Forensic Molecular Biology
BIOL/FRSZ 438 Forensic Molecular Biology Laboratory
BIOL 450 Biology of Cancer I and II
BIOL 451 Biology of Cancer I and II*
BIOL 455 Immunology
BIOL 490 Research Seminar
BIOL 491 Topics in Biology
BIOL 491 Topics in Biology Laboratory
BIOL 492 Independent Study
BIOL 493 Biology Internship

BIOL 495 Research and Thesis
BIOL 496 Biology Preceptorship
BIOL 497 Ecological Service Learning
BIOL/MICR 502 Microbial Biotechnology
BIOL 507 Aquatic Microbiology
BIOL 508 Barrier Island Ecology
BIOL 509 Microbial Ecology
BIOL 510 Conservation Biology
BIOL 514 Stream Ecology
BIOL/HGEN 516 Population Genetics
BIOL 518 Plant Ecology
BIOL 520 Population Ecology
BIOL 521 Community Ecology
BIOL 522 Evolution and Speciation
BIOL 524 Endocrinology
BIOL 530/HGEN 501 Human Genetics
BIOL 532 Water Pollution Biology
BIOL 535 Wetlands Ecology
BIOL 540/BNFO 540 Fundamentals of Molecular Genetics
BIOL 545/LFSC 510 Biological Complexity
BIOL 548/LFSC 520 Bioinformatic Technologies
BIOL 550 Ecological Genetics
BIOL 560 Conservation Medicine
BIOL 565 Advances in Cell Signaling
BIOL 591 Special Topics in Biology
CHEM 403 Biochemistry I
LFSC 301 Integrative Life Science Research

**Courses not applicable to the major**

The following courses are not applicable toward the biology major requirements, but may be used as general electives toward the bachelor’s degree:

BIOL 101 Biological Concepts
BIOZ 101 Biological Concepts Laboratory
BIOL 103 Environmental Science
BIOL 201 Human Biology
BIOL 201 Human Biology Laboratory
BIOL 205 Basic Human Anatomy
BIOL 209 Medical Microbiology
BIOZ 209 Medical Microbiology Laboratory
BIOL 217 Principles of Nutrition
PHIS 206 Human Physiology
PHIZ 206 Human Physiology Laboratory

Click here to download a sample outline.

**Transfer students**

Transfer students intending to major in biology must satisfy all biology major course requirements and complete a minimum of 15 credits of VCU biology courses at the 300-, 400- or 500-level.

**Extended Teacher Preparation Program**

Biology majors interested in teaching careers in secondary education can enroll in the Extended Teacher Preparation Program, which simultaneously awards a bachelor’s degree in biology and a master’s degree in teaching. For more information about this program, jointly administered by the College of Humanities and Sciences and the School of Education, contact the School of Education Student Services Center.

**Honors in biology**

Biology majors may graduate with honors in biology. To qualify, students must have overall and biology GPAs of at least 3.5 and must complete the following courses in this sequence: BIOL 392 Introduction to Research, at least four credits of BIOL 495 Research and Thesis and BIOL 490 Research Seminar. Grades of A or B must be earned in each of the listed courses. Students who qualify will have the notation “Honors in Biology” placed on their transcript. Students must meet all Department of Biology requirements for graduation. Students should consult with their academic advisers to create a program suitable to their particular needs and interests.
The minor in biology requires a minimum of 20 credits in biology, including the biology core courses: BIOL 151, 152 Introduction to Biological Science I, II; BIOL 151, 152 Introduction to Biological Science Laboratory I, II; BIOL 218 Cell Biology; BIOL 310 Genetics; and BIOL 317 Ecology. Also required are an additional three credits in biology at the upper level and three biology laboratory experiences, including BIOL 151 and 152, but not including BIOL 492 Independent Study or BIOL 495 Research and Thesis. Only courses applicable toward the B.S. in Biology can be applied toward the minor in biology. For a list of approved biology electives, see “Biology, Bachelor of Science (B.S.)” in the Undergraduate Bulletin.

Students are required to complete each of the biology core courses (listed above) with a minimum grade of C. A minimum GPA of 2.0 is required for all courses applicable to the minor. A minimum of nine upper-level biology credits must be taken at VCU.

Department of Chemistry

The Department of Chemistry offers programs leading to the Bachelor of Science, Master of Science and Doctor of Philosophy degrees. For undergraduate students, the Bachelor of Science offers concentrations in chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling.

For graduate students, the Master of Science and Doctor of Philosophy programs provide opportunities for concentrated study in analytical, inorganic, organic or physical chemistry, or chemical physics. A plan of study is worked out for each student to ensure a sound basis for research. In keeping with the university’s commitment as an urban institution, the department also offers part-time programs leading to these degrees.

Refer to the department’s website for more information: www.has.vcu.edu/che.

Administration

Scott Gronert
Professor and Department Chair

Sally S. Hunnicutt
Associate Professor and Assistant Department Chair

www.has.vcu.edu/che

Chemistry courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

A minimum grade of C is required in each prerequisite course: CHEM 100 (if required through placement qualifiers), CHEM 101, CHEM 102, CHEM 301, CHEM 302 and CHEM 309.

In chemistry laboratories each student is charged for breakage incurred. Approved safety glasses are required. Failure to check out of laboratory, upon withdrawal or for other reasons, will incur a charge, billed from the Student Accounting Department.

Follow these links to chemistry (CHEM) courses or the (CHEZ) laboratories.

Chemistry, Bachelor of Science (B.S.) with a concentration in biochemistry

Special requirements

Students must complete 43 credits in chemistry and related courses and 27 to 29 credits of collateral requirements.
Collateral requirements (27-29 credits)
BIOL 151 and BIOZ 151 Introduction to Biological Science and Laboratory I 4
BIOL 152 and BIOZ 152 Introduction to Biological Science and Laboratory II 4
BIOL 218 Cell Biology or BIOL 314 Animal Reproduction 3
MATH 200-201 Calculus with Analytic Geometry 8
PHYS 201-202 General Physics or PHYS 207 and 208 University Physics I and II 8-10
STAT 210 Basic Practice of Statistics or STAT 212 Concepts of Statistics (fulfills quantitative literacy)

Major requirements (43 credits)
Chemistry core (40 credits)
CHEM 101 and CHEZ 101 General Chemistry and Laboratory I 4
CHEM 102 and CHEZ 102 General Chemistry and Laboratory II 4
CHEM 301 and CHEZ 301 Organic Chemistry and Laboratory I 5
CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II 5
CHEM 303 and CHEZ 303 Physical Chemistry and Laboratory I 5
CHEM 304 Physical Chemistry 3
CHEM 309 and CHEZ 309 Quantitative Analysis and Laboratory 4
CHEM 320 Inorganic Chemistry I 3
CHEM 398 Professional Practices and Perspectives Seminar 1
CHEM 403 Biochemistry I 3
CHEM 404 Biochemistry II 3
Chemistry electives (3 credits)
Choose at least one of the approved electives below (three credits minimum) or any 500-level CHEM class for which prerequisites have been met.

Open electives (2-18 credits)
Open electives 2-18

Total minimum requirement 120

Chemistry electives
BIOL 310 Genetics
CHEM 310/MEDC 310 Medicinal Chemistry and Drug Design
CHEM 406 Inorganic Chemistry II
CHEM 409 and CHEZ 409 Instrumental Analysis and Laboratory
CHEM 492 Independent Study

Click here to download a sample outline.

Chemistry, Bachelor of Science (B.S.) with a concentration in chemical modeling

Special requirements
Students must complete 45 credits in chemistry and related major courses and 28-29 credits of collateral requirements.

A minimum grade of C is required in each prerequisite course: CHEM 100 Introductory Chemistry (if required through placement qualifiers), CHEM 101 General Chemistry, CHEM 102 General Chemistry, CHEM 301 Organic Chemistry and CHEM 302 Organic Chemistry.

The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

The chemical modeling concentration emphasizes areas of overlap between chemistry and the mathematical sciences and computer science. Students in this concentration will focus on learning the chemistry and computer technology for modeling the structure, properties and reactivity of molecules.

Degree requirements for Chemistry, Bachelor of Science (B.S.) with a concentration in chemical modeling

Learning outcomes
- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Literacy: Students will search, read and assess scientific literature.
- Laboratory skills: Students will develop and practice laboratory bench and instrumentation skills.
- Information processing: Students will interpret tables, graphs, drawings and models.
- Critical thinking: Students will practice critical thinking and problem solving.

General Education requirements (32-46 credits)
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (28-29 credits)
CMSC 245 Introduction to Programming Using C++ or CMSC 255 3-4
Introduction to Programming
MATH 200 Calculus with Analytic Geometry 4
MATH 201 Calculus with Analytic Geometry 4
MATH 302 Numerical Calculus or MATH 310 Linear Algebra 3
MATH 307 Multivariate Calculus 3
MEDC 541 Survey of Molecular Modeling Methods 1
PHYS 207 and PHYS 208 University Physics I and II 10
STAT 210 Basic Practice of Statistics or STAT 212 Concepts of Statistics (fulfills quantitative literacy)

Major requirements (45 credits)
Chemistry core (42 credits)
CHEM 101 and CHEZ 101 General Chemistry and Laboratory I 4
CHEM 102 and CHEZ 102 General Chemistry and Laboratory II 4

63
The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

The chemical science concentration is tailored for the pre-professional study of the health sciences and other interdisciplinary areas where an emphasis on chemistry is sought. This concentration for the bachelor's degree in chemistry permits students to select more courses from other disciplines. With fewer requirements in mathematics, physics and chemistry, this concentration is one option for students planning to study medicine or dentistry.

**Degree requirements Chemistry, Bachelor of Science (B.S.) with a concentration in chemical science**

**Learning outcomes**

- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Critical thinking: Students will practice critical thinking and problem solving.

**Chemistry electives**

The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

The chemical science concentration is tailored for the pre-professional study of the health sciences and other interdisciplinary areas where an emphasis on chemistry is sought. This concentration for the bachelor's degree in chemistry permits students to select more courses from other disciplines. With fewer requirements in mathematics, physics and chemistry, this concentration is one option for students planning to study medicine or dentistry.

**Degree requirements Chemistry, Bachelor of Science (B.S.) with a concentration in chemical science**

**Learning outcomes**

- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Critical thinking: Students will practice critical thinking and problem solving.

**General Education requirements (32-46 credits)**

**University Core Education Curriculum (minimum 21 credits)**

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3-4
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 6-10
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 6-10
- Approved H&S science and technology (fulfills University Core natural/physical sciences) 6-10
- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirements (16-18 credits)**

- MATH 200-201 Calculus with Analytic Geometry 8
- PHYS 201-202 General Physics or PHYS 207 and PHYS 208 8-10
- University Physics I and II 8-10
- STAT 210 Basic Practice of Statistics or STAT 212 Concepts of Statistics (fulfills quantitative literacy) 8

**Major requirements (37 credits)**

- Chemistry core (34 credits)
  - CHEM 101 and CHEZ 101 General Chemistry and Laboratory I 4
  - CHEM 102 and CHEZ 102 General Chemistry and Laboratory II 4
  - CHEM 301 and CHEZ 301 Organic Chemistry and Laboratory I 5
  - CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II 5
  - CHEM 303 and CHEZ 303 Physical Chemistry and Laboratory I 5
  - CHEM 304 Physical Chemistry 3
  - CHEM 309 and CHEZ 309 Quantitative Analysis and Laboratory 4
  - CHEM 320 Inorganic Chemistry I 3
  - CHEM 398 Professional Practices and Perspectives Seminar 1

- Chemistry elective (3 credits)
  - Choose at least one of the approved electives below (three credits minimum) or any 500-level CHEM class for which prerequisites have been met.

**Open electives (19-35)**

**Total minimum requirement** 120
Chemistry, Bachelor of Science (B.S.) with a concentration in professional chemist

Special requirements
Students must complete 49 credits in chemistry and 22 credits of collateral requirements.

A minimum grade of C is required in each prerequisite course: CHEM 100 Introductory Chemistry (if required through placement qualifiers), CHEM 101 General Chemistry, CHEM 102 General Chemistry, CHEM 301 Organic Chemistry and CHEM 302 Organic Chemistry.

The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

The professional chemist concentration requires a greater number of chemistry courses, and is designed for students whose future studies or career plans involve chemistry as a central theme. With the proper combination of courses, this degree can be certified as meeting the requirements of the American Chemical Society.

Degree requirements for Chemistry, Bachelor of Science (B.S.) with a concentration in professional chemist

Learning outcomes
- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Literacy: Students will search, read and assess scientific literature.
- Laboratory skills: Students will develop and practice laboratory bench and instrumentation skills.
- Information processing: Students will interpret tables, graphs, drawings and models.
- Critical thinking: Students will practice critical thinking and problem solving.

General Education requirements (32-46 credits) Credits
University Core Education Curriculum (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
- Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (22 credits)
- MATH 200-201 Calculus with Analytic Geometry 8
- MATH 307 Multivariate Calculus 4
- PHYS 207 and PHYS 208 University Physics I and University Physics II 10

Major requirements (49 credits)
Chemistry core (36 credits)
- CHEM 101 and CHEZ 101 General Chemistry and Laboratory I 4
- CHEM 102 and CHEZ 102 General Chemistry and Laboratory II 4
- CHEM 301 and CHEZ 301 Organic Chemistry and Laboratory I 5
- CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II 5
- CHEM 303 and CHEZ 303 Physical Chemistry and Laboratory I 5
- CHEM 304 and CHEZ 304 Physical Chemistry and Laboratory II 5
- CHEM 309 and CHEZ 309 Quantitative Analysis and Laboratory 4
- CHEM 320 Inorganic Chemistry I 3
- CHEM 398 Professional Practices and Perspectives Seminar 1

Chemistry electives (13 credits)
Choose from the approved chemistry electives below (13 credits minimum, including at least two credits of laboratory) or any CHEM 500 level class for which prerequisites have been met.

Open electives (3-17)
Open electives 3-17

Total minimum requirement 120
Chemistry electives
- CHEM 306/CLSE 306 Industrial Applications of Inorganic Chemistry
- CHEM 310/MEDC 310 Medicinal Chemistry and Drug Design
- CHEM 401 Applications of Instrumental Techniques in Organic and Forensic Chemistry
- CHEM 403 Biochemistry I
- CHEM 404 Biochemistry II
- CHEM 406 and CHEZ 406 Inorganic Chemistry II and Laboratory
- CHEM 409 and CHEZ 409 Instrumental Analysis and Laboratory
- CHEM 492 Independent Study
- CHEM 493 Chemistry Internship
- CHEM 510 Atomic and Molecular Structure

* These four courses are required to satisfy the requirements for the American Chemical Society certification of the professional chemist concentration. MATH 307 also is required for the American Chemical Society certification. Chemistry
majors in the professional chemist concentration meet their statistics general education requirements by taking the required chemistry classes.

Click here to download a sample outline.

**Chemistry, Bachelor of Science (B.S.) with a concentration in professional chemist with honors**

**Special requirements**

The professional chemist with honors concentration is an intensive, research-based option for students interested in developing a research focus. This option requires a 3.0 GPA in chemistry to be maintained after completing eight credits of chemistry courses. As part of the requirement for completing this concentration, an honors thesis is written and the work is presented as a seminar in the Department of Chemistry. With the proper combination of courses, this degree can be certified as meeting the requirements of the American Chemical Society.

CHEM 406 and CHEZ 406 Inorganic Chemistry and Laboratory II and CHEM 409 and CHEZ 409 Instrumental Analysis and Laboratory are required to satisfy the requirements for the American Chemical Society certification of the professional chemist concentration. MATH 307 is also required for the American Chemical Society certification.

Students must complete 49 credits in chemistry and 22 credits of collateral requirements. A minimum grade of C is required in each prerequisite course:

- CHEM 100 Introductory Chemistry (if required through placement qualifiers),
- CHEM 101 General Chemistry,
- CHEM 201 and CHEZ 201 Organic Chemistry and Laboratory I,
- CHEM 301 Organic Chemistry and Laboratory I,
- CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II,
- CHEM 303 and CHEZ 303 Physical Chemistry and Laboratory I,
- CHEM 304 and CHEZ 304 Physical Chemistry and Laboratory II,
- CHEM 306 and CHEZ 306 Industrial Applications of Inorganic Chemistry,
- CHEM 310 and CHEZ 310 Medicinal Chemistry and Drug Design,
- CHEM 320 Inorganic Chemistry I,
- CHEM 398 Professional Practices and Perspectives Seminar,
- CHEM 401 Applications of Instrumental Techniques in Organic and Forensic Chemistry,
- CHEM 403 Biochemistry I,
- CHEM 404 Biochemistry II,
- CHEM 406 and CHEZ 406 Inorganic Chemistry and Laboratory II,
- CHEM 409 and CHEZ 409 Instrumental Analysis and Laboratory,
- CHEM 498 Honors Thesis

The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

**Degree requirements for Chemistry, Bachelor of Science (B.S.) with a concentration in professional chemist with honors**

**Learning outcomes**

- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Literacy: Students will search, read and assess scientific literature.
- Laboratory skills: Students will develop and practice laboratory bench and instrumentation skills.
- Information processing: Students will interpret tables, graphs, drawings and models.
- Critical thinking: Students will practice critical thinking and problem solving.

The curriculum in chemistry prepares students for graduate study in chemistry and related fields and for admission to schools of medicine, dentistry, pharmacy and veterinary medicine. It prepares students to teach in secondary schools or to work in chemical and industrial laboratories and in related fields of business and industry. The department also offers required and elective courses in chemistry to students in other programs of study.

The Department of Chemistry offers five areas of concentration for completing the Bachelor of Science in Chemistry: chemical science, professional chemist, professional chemist with honors, biochemistry and chemical modeling. With proper selection of electives, the degree satisfies admission requirements to most schools of medicine, dentistry, pharmacy and veterinary medicine.

**Degree requirements for Chemistry, Bachelor of Science (B.S.) with a concentration in professional chemist with honors**

**Learning outcomes**

- Structure: Students will demonstrate understanding of the relationship between molecular structure and function.
- Descriptive chemistry: Students will be conversant with common chemical phenomena both symbolically and sensorially.
- Measurement and numeracy: Students will perform calculations needed to describe and model common chemical phenomena.
- Communication: Students will develop written and oral communication skills needed to explain chemical phenomena to novices and experts.
- Literacy: Students will search, read and assess scientific literature.
- Laboratory skills: Students will develop and practice laboratory bench and instrumentation skills.
- Information processing: Students will interpret tables, graphs, drawings and models.
- Critical thinking: Students will practice critical thinking and problem solving.
Chemistry, minor in

The minor in chemistry requires the following courses: CHEM 101-102 and CHEZ 101 and 102 General Chemistry and General Chemistry Laboratory I and II; CHEM 301-302 and CHEZ 301 and 302 Organic Chemistry and Organic Chemistry Laboratory I and II; and one additional three-credit upper-level (300-400) chemistry course. A minimum of nine upper-level chemistry credits must be taken at VCU. Consult course descriptions for prerequisites in mathematics and physics.

American studies, minor in

Richard A. Fine
Professor and Coordinator, American Studies

Offered jointly by the departments of English and History, the minor in American studies consists of at least 18 upper-level credits to be distributed as follows: six credits in American studies (AMST) courses; three credits in humanities electives; three credits in social science electives; and six credits in either humanities, social science or other approved electives, or in independent study. All courses selected to fulfill distribution areas must deal with American materials and topics. A list of recommended courses and electives is available from the coordinator.

British studies, minor in

David Latané
Professor and Coordinator, British Studies

Offered jointly by the departments of English and History, the minor in British studies requires at least 18 credits, 15 of which must be taken at the 300 level or above. Courses must come from at least two different departments. One three-credit course must come from each of the following core lists. The remaining nine credits may be selected from the core lists or the approved electives.

Core 1: Modern Britain
ENGL 341 British Literature and Culture After 1945
ENGL 391 Topics in Literature or ENGL 491 Topics in Writing (when topic is appropriate)
HIST 320 History of England
HUMS 391 Special Topics in the Humanities and Sciences (when topic is appropriate)

Core 2: British origins
ENGL 401 Shakespeare
ENGL 402 Chaucer
ENGL 403 Milton
ENGL 412 18th-century Studies: ____
HIST 319 History of England

Core 3: Britain’s impact on the world
ENGL 365/AFAM 365/INTL 367 Caribbean Literature
ENGL 371 American Literary Beginnings
HIST 342 Colonial America, 1585-1763
HIST 343 Two American Revolutions, 1763-1800
HIST/AFAM 389 History of Southern Africa
HIST/AFAM 392 The Caribbean to 1838

Approved electives
ARTH 425 Neoclassicism, Romanticism, Realism and Impressionism through Fin-de-Siecle
ARTH 429 Studies in 19th-century Art (appropriate topic)
ARTH 439 Studies in 20th-century Art (appropriate topic)
ENGL 203 British Literature I
ENGL 204 British Literature II
ENGL 321 English Drama From 900 to 1642
ENGL 322 Medieval Literature: Old English to Middle English
ENGL 325 Early Modern Literature
ENGL 330 Restoration and 18th-century Drama
ENGL 331 Restoration and 18th-century British Literature
ENGL 332 18th-century British Novels and Narratives
ENGL 335 British Literature of the Romantic Era
ENGL 336 19th-century British Novels and Narratives
ENGL 337 Victorian Poetry
ENGL 340 Early 20th-century British Literature
ENGL 410 Medieval Studies:
ENGL 411 Early Modern Studies:
ENGL 499 Senior Seminar in English (appropriate topic)
HIST 391 Topics in History (as appropriate)
HIST 490 Seminar in History (as appropriate)
HONR 399 Honors Module (as appropriate)
PHIL 104 Modern Western Philosophy
RELS 362 Shakespeare and Religion
THEA 491 Topics in Theatre (as appropriate)
### Creative writing, minor in

The minor in creative writing consists of 18 credits in upper-level courses. At least 15 credits must be in upper-level courses drawn from this list. Note that some of these courses may be taken twice for credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ENGL 303 Writing for Stage and/or Screen</td>
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<td>ENGL 305 Writing Poetry</td>
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<td>ENGL 307 Writing Fiction</td>
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<td>ENGL 309 Writing Creative Nonfiction</td>
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<tr>
<td>ENGL 433/THEA 426 Advanced Playwriting</td>
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<tr>
<td>ENGL 445 Form and Theory of Poetry</td>
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<td>ENGL 447 Form and Theory of Fiction</td>
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<td>ENGL 453 Advanced Poetry Writing</td>
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<td>ENGL 457 Advanced Fiction Writing</td>
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<tr>
<td>ENGL 439 Literary Nonfiction Writing</td>
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<tr>
<td>ENGL 491 Topics in Writing</td>
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Three credits may be taken from these other writing and writing-related courses:

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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL/CRJS 302 Legal Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 304 Advanced Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 310/MGMT 327 Business and Technical Report Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 388 Writing in the Workplace</td>
<td></td>
</tr>
<tr>
<td>ENGL 493 English Internship</td>
<td></td>
</tr>
</tbody>
</table>

### English, Bachelor of Arts (B.A.)

The Bachelor of Arts program in English requires a minimum of 120 credits, with at least 33 upper-level (numbered 300 to 499) credits in the major. Six of the 33 credits may be taken in upper-level foreign literature read in the original language or upper-level foreign literature in English translation (FLET). UNIV 111 and 112 (or equivalent) and a 200-level literature course (or equivalent) do not count toward the major.

English majors must take a minimum of nine credits at the 400 level, including the senior seminar. ENGL 499. Students may expect 300-level courses in the department to emphasize historical breadth, while 400-level courses will offer in-depth focus. ENGL 410-414, 480-485 and 499 will include British, American or other literatures (world, transatlantic, etc.). For specific topics, see the Schedule of Classes; majors are encouraged to choose 400-level courses from more than one literary tradition (British, American, other literatures).

### Degree requirements for English, Bachelor of Arts (B.A.)

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Express themselves through written texts.
- Employ appropriate research tools.
- Engage texts using various research tools.

#### General Education requirements (32-46 credits) Credits

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)

Approved H&S literature and civilization (fulfills University Core humanities/fine arts)

Approved H&S science and technology (fulfills University Core natural/physical sciences)

Experiential fine arts (course offered by the School of the Arts) 1-3

Foreign language through the 102 level (by course or placement) 0-8

#### Collateral requirements (0-6 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language (201) by course or placement</td>
<td>0-3</td>
</tr>
<tr>
<td>Foreign language (202 or 205) by course or placement</td>
<td>0-3</td>
</tr>
</tbody>
</table>

#### Major requirements (33 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 301 Introduction to the English Major</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 499 Senior Seminar in English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Linguistics, writing, criticism** (select a course from two of the following three areas)

<table>
<thead>
<tr>
<th>Linguistics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL/ANTH/LING 390 Introduction to Linguistics</td>
<td></td>
</tr>
<tr>
<td>ENGL/LING 450 Modern Grammar</td>
<td></td>
</tr>
<tr>
<td>ENGL/LING 451 History of the English Language</td>
<td></td>
</tr>
<tr>
<td>ENGL/GSWS/LING 452 Language and Gender</td>
<td></td>
</tr>
<tr>
<td>ENGL/LING 453 Modern Rhetoric</td>
<td></td>
</tr>
<tr>
<td>ENGL/INTL 454/ANTH 450 Cross-cultural Communication</td>
<td></td>
</tr>
<tr>
<td>ENGL/LING 455/ANTH/FRLG 448 Language, Culture and Cognition</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL/CRJS 302 Legal Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 303 Writing for Stage and/or Screen</td>
<td></td>
</tr>
<tr>
<td>ENGL 304 Advanced Writing</td>
<td></td>
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<tr>
<td>ENGL 305 Writing Poetry</td>
<td></td>
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<tr>
<td>ENGL 307 Writing Fiction</td>
<td></td>
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<tr>
<td>ENGL 309 Writing Creative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 310 Business and Technical Report Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 367 Writing Process and Practice</td>
<td></td>
</tr>
<tr>
<td>ENGL 388 Writing in the Workplace</td>
<td></td>
</tr>
<tr>
<td>ENGL/TEDU 389 Teaching Writing Skills</td>
<td></td>
</tr>
<tr>
<td>ENGL 433/THEA 426 Advanced Dramatic Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 435 Advanced Poetry Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 437 Advanced Fiction Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 439 Advanced Creative Nonfiction Writing</td>
<td></td>
</tr>
<tr>
<td>ENGL 491 Topics in Writing (by specific topic)</td>
<td></td>
</tr>
</tbody>
</table>

**Criticism**

<table>
<thead>
<tr>
<th>Criticism</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 311 Introduction to Literary Theory</td>
<td></td>
</tr>
<tr>
<td>ENGL/GSWS 352 Feminist Literary Theory</td>
<td></td>
</tr>
<tr>
<td>ENGL 391 Topics in Literature (by specific topic)</td>
<td></td>
</tr>
<tr>
<td>ENGL 445 Form and Theory of Poetry</td>
<td></td>
</tr>
<tr>
<td>ENGL 447 Form and Theory of Fiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 449 Form and Theory of Creative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENGL 485 Literary Theory and Criticism:</td>
<td></td>
</tr>
</tbody>
</table>

**Literature**

Complete 6 credits in literature prior to 1700, 6 credits in literature between 1700 and 1945 and 3 credits in the literature of diversity (No single course may be used to satisfy two of these requirements.)

<table>
<thead>
<tr>
<th>Literature prior to 1700</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320 Early Literary Traditions</td>
<td></td>
</tr>
<tr>
<td>ENGL 321 English Drama: 900 to 1642</td>
<td></td>
</tr>
<tr>
<td>ENGL 322 Medieval Literature: Old English to Middle English</td>
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<tr>
<td>ENGL 324 Late Medieval Literature</td>
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<tr>
<td>ENGL 325 Early Modern Literature</td>
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<tr>
<td>ENGL 326 Shakespeare in Context</td>
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<tr>
<td>ENGL/REL 361 The Bible as Literature</td>
<td></td>
</tr>
<tr>
<td>ENGL 391 Topics in Literature (by specific topic)</td>
<td></td>
</tr>
<tr>
<td>ENGL 401 Shakespeare</td>
<td></td>
</tr>
<tr>
<td>ENGL 402 Chaucer</td>
<td></td>
</tr>
<tr>
<td>ENGL 403 Milton</td>
<td></td>
</tr>
<tr>
<td>ENGL 410 Medieval Studies:</td>
<td></td>
</tr>
<tr>
<td>ENGL 411 Early Modern Studies:</td>
<td></td>
</tr>
<tr>
<td>ENGL 480 Authors: (by specific topic)</td>
<td></td>
</tr>
</tbody>
</table>

68
ENGL 481 Genres: ____ (by specific topic)
ENGL 482 Literary Topics: ____ (by specific topic)
ENGL 483 Literary Texts and Contexts: ____ (by specific topic)
ENGL 484 Literary Movements: ____ (by specific topic)

**Literature between 1700 and 1945**

6

ENGL 330 Restoration and 18th-century Drama
ENGL 331 Restoration and 18th-century Literature
ENGL 332 18th-century British Novels and Narratives
ENGL 335 British Literature of the Romantic Era
ENGL 336 19th-century British Novels and Narratives
ENGL 337 Victorian Poetry
ENGL 340 Early 20th-century British Literature
ENGL 371 American Literary Beginnings
ENGL 372 U.S. Literature: 1820-1865
ENGL 373 U.S. Literature: 1865-1913
ENGL 374 U.S. Literature: Modernism
ENGL 377 19th-century U.S. Novels and Narratives
ENGL 391 Topics in Literature (by specific topic)
ENGL 412 18th-century Studies: ____
ENGL 413 19th-century Studies: ____
ENGL 480 Authors: ____ (by specific topic)
ENGL 481 Genres: ____ (by specific topic)
ENGL 482 Literary Topics: ____ (by specific topic)
ENGL 483 Literary Texts and Contexts: ____ (by specific topic)
ENGL 484 Literary Movements: ____ (by specific topic)
AMST 391 Topics in American Studies (by specific topic)
AMST 394 Perspectives in American Studies (by specific topic)

**Literature of diversity**

3

ENGL/GSWS 353 Women Writers
ENGL/GSWS 354 Lesbian Text/Queer Theories
ENGL 363/AFAM 363/INTL 366 African Literature
ENGL 364 Mythology and Folklore
ENGL 365/AFAM 365/INTL 367 Caribbean Literature
ENGL 366 Writing and Social Change
ENGL/AFAM 379 African-American Literature
ENGL 381 Multiethnic Literature
ENGL 391 Topics in Literature (by specific topic)
ENGL 480 Authors: ____ (by specific topic)
ENGL 481 Genres: ____ (by specific topic)
ENGL 482 Literary Topics: ____ (by specific topic)
ENGL 483 Literary Texts and Contexts: ____ (by specific topic)
ENGL 484 Literary Movements: ____ (by specific topic)

**Required electives/optional focus (6 to 9 credits)**

As part of the English major, electives allow students to take courses of particular interest to them. Electives may not be used to satisfy any other requirements for the major, except ENGL 499. In consultation with an adviser, students are encouraged to cluster their elective courses in one of the following focus areas.

- Literary studies (including courses grouped by historical period, genre, region, national and minority traditions, thematics, literary movement, literary influence, etc.)
- Writing (including both expository and creative writing)
- Criticism and theory (including approaches to literature, formal and theory courses, etc.)
- Cultural studies (including courses that focus on race, class, gender, ethnicity, film, popular culture, etc.)
- Linguistics (including courses that focus on history of the language, cross-cultural communications, etc.)

Students are advised to consult the full listing and description of English courses before planning their elective courses.

**Open electives (35-55 credits)**

35-55

**Total minimum requirement**

120

Click here to download a sample outline.

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**English, minor in**

The minor in English consists of 18 credits in upper-level (300-400) English courses. ENGL 301 Introduction to the English Major is recommended, but not necessary for completion of the minor. Students must select their courses with at least three credits in each of the following areas: literature before 1700; literature between 1700 and 1945; linguistics, advanced writing or criticism; and the literature of diversity. Three credits may be taken in foreign literature in English translation and three credits in ENGL 492 Independent Study.

English majors may not minor in English.

**Writing, minor in**

The minor in writing consists of 18 credit hours in upper-level writing courses, including ENGL 304 Advanced Writing, which should be taken as early in the minor as possible. The other 15 credit hours should be chosen from the following areas:

1) Creative writing:

ENGL 303 Writing for Stage and/or Screen
ENGL 305 Writing Poetry
ENGL 307 Writing Fiction
ENGL 309 Writing Creative Nonfiction
ENGL 433/THEA 426 Advanced Dramatic Writing
ENGL 435 Advanced Poetry Writing
ENGL 437 Advanced Fiction Writing
ENGL 439 Advanced Creative Nonfiction Writing
ENGL 491 Topics in Writing

2) Professional writing and rhetoric:

ENGL/CJJS 302 Legal Writing
ENGL 310/MGMT 327 Business and Technical Report Writing
ENGL 388 Writing in the Workplace
ENGL/LING 453 Modern Rhetoric
ENGL 491 Topics in Writing
ENGL 493 English Internship
MASC 203 Journalism Writing
MASC 301 Graphics for Journalism
MASC 305 Copy Editing
MASC 341 Feature and Article Writing

Since special permission is required for some of these courses, it is important that the student contact the director of undergraduate studies early for advising. No upper-level mass communications courses may be taken until a student has completed MASC 203.

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**Department of Forensic Science**

The Department of Forensic Science offers programs leading to bachelor’s and master’s degrees.

The Bachelor of Science is for students who plan a career or graduate study in the forensic sciences. This specialization features a prescribed curriculum with academic emphasis in biology, chemistry and criminal justice. The B.S. in Forensic Science provides students with a solid education preparing them for effective professional careers in forensic laboratories, public and private, basic research laboratories, clinical laboratories, and/or to pursue graduate studies. Students also will be prepared to pursue advanced degrees in the physical sciences, biological sciences, forensic science, law, allied health and medicine, to name a few.

The Master of Science in Forensic Science prepares students for careers as forensic scientists in government and private laboratories. Students receive in-depth exposure to specializations within the field, including drug analysis, DNA analysis, trace evidence, criminalistics and legal issues.

For more information visit [www.has.vcu.edu/forensics](http://www.has.vcu.edu/forensics).

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**Administration**
Forensic science courses

Descriptive text about forensic science courses and learning outcomes.

Special requirements

The forensic science program requires a minimum of 120 credits including completion of the College of Humanities and Sciences general education requirements, 49-51 forensic science core program credits and 33 (forensic biology), 30 (forensic chemistry) or 31 (physical evidence) concentration-specific credits.

Students in the forensic science program must receive a minimum grade of C in all FRSC and FRSZ courses, as well as CHEM 101-102, CHEZ 101-102, CHEM 301, BIOL 151-152, BIOZ 151-152, and PHYS 201 or PHYS 207. Additionally, a minimum grade of C in all CHEM/CHEZ courses is required for enrollment in all courses for which they are a prerequisite.

For the forensic biology concentration, a minimum of 7 additional credit hours of advanced study (200- to 500-level) in an area of specialization must be taken. It is recommended that these credits be CRJS, BIOL, PHYS, MATH or CHEM courses. Additionally, the forensic biology track requires an additional elective of a 300-, 400- or 500-level forensic science or natural science elective. FRSC 202 is not applicable for the major.

The major in forensic science leads to a Bachelor of Science degree and is for students who plan a career or graduate study in the forensic sciences. This specialization features a prescribed curriculum with academic emphasis in biology, chemistry and criminal justice.

The forensic science program provides students with fundamental learning in forensic laboratory analysis and crime scene investigation. The program offers three concentrations: forensic biology, forensic chemistry and physical evidence. Students will select one of the three concentrations prior to the second semester of their sophomore year.

The forensic biology concentration requires an additional 33 credits in biology, criminal justice, forensic science and elective credits beyond the core requirements and is well-suited for students interested in graduate study or careers in the forensic biology section of forensic laboratories. Students will also be prepared for work in molecular biology laboratories in both the public and private sectors. Students completing the forensic biology concentration will be eligible for a minor in chemistry. Additionally, students who complete BIOL 317 will be eligible for a minor in biology.

Degree requirements for Forensic Science, Bachelor of Science (B.S.) with a forensic biology concentration

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Demonstrate a basic understanding of the laws of criminal procedure and rules of evidence
- Demonstrate proper crime scene investigation and reconstruction
- Demonstrate ethical and professional duties and responsibilities of the forensic scientist
- Be able to apply basic principles and laboratory procedures of biology to forensic science
- Demonstrate capabilities, use, potential and limitations of forensic laboratory theory and techniques

General Education requirements (32-46 credits)  Credits

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
</tr>
</tbody>
</table>

Collateral requirements (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 200 Calculus with Analytical Geometry (fulfills University Core quantitative literacy)</td>
<td></td>
</tr>
<tr>
<td>PHIL 201 Critical Thinking About Moral Problems (fulfills H&amp;S literature and civilization)</td>
<td></td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Major requirements (71-73 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Science I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Science II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 218 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 310 Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 151 Introduction to Biology Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>BIOZ 152 Introduction to Biology Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>BIOZ 476 Biology Capstone Laboratory</td>
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<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 403 Biochemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
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<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEZ 302 Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>CRJS 181 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 300 Survey of Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 309 Scientific Crime Scene Investigation</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 365 Forensic Microscopy</td>
<td>4</td>
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<tr>
<td>FRSC 375 Forensic Evidence, Law and Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 385 Forensic Serology</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 438/BIOL 438 Forensic Molecular Biology</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 490 Professional Practices in Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>FRSZ 438/BIOZ 438 Forensic Molecular Biology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I</td>
<td>4-5</td>
</tr>
</tbody>
</table>
PHYS 202 General Physics or PHYS 208 University Physics II 4-5

Concentration electives (10 credits)
BIOL/BIOZ, CHEM/CHEMZ, CRJS, FRSC/FRSZ, MATH or PHYS (200- to 500-level) 7
FRSC or natural science elective (300- to 500-level) 3

Open electives (0-4 credits)
Open electives 0-4

Total minimum requirement 120

Click here to download a sample outline.

Forensic Science, Bachelor of Science (B.S.) with a concentration in forensic chemistry

Special requirements
The forensic science program requires a minimum of 120 credits including completion of the College of Humanities and Sciences general education requirements, 49-51 forensic science core program credits and 33 (forensic biology), 30 (forensic chemistry) or 31 (physical evidence) concentration-specific credits.

Students in the forensic science program must receive a grade of C or better in all CHEM/CHEZ courses. For the forensic chemistry concentration, a minimum of 7 additional credit hours of advanced study (200- to 500-level) in an area of specialization must be taken. It is recommended that these credits be CRJS, BIOL, PHYS, MATH or CHEM courses. FRSC 202 is not applicable for the major.

The major in forensic science leads to a Bachelor of Science degree and is for students who plan a career or graduate study in the forensic sciences. This specialization features a prescribed curriculum with academic emphasis in biology, chemistry and criminal justice.

The forensic science program provides students with fundamental learning in forensic laboratory analyses and crime scene investigation. The program offers three concentrations: forensic biology, forensic chemistry and physical evidence. Students will select one of the three concentrations prior to the second semester of their sophomore year.

The forensic chemistry concentration requires an additional 30 credits in chemistry, calculus, criminal justice, forensic science and elective credits beyond the core requirements and is offered for those students who are interested in graduate study or careers in the chemical analysis of forensic evidence, including the areas of drug analysis, toxicology and trace evidence analysis. Students also will be prepared for work in private analytical laboratories. Students completing the forensic chemistry concentration will be eligible for a minor in chemistry.

Degree requirements for Forensic Science, Bachelor of Science (B.S.) with a forensic chemistry concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate a basic understanding of the laws of criminal procedure and rules of evidence
- Demonstrate proper crime scene investigation and reconstruction
- Demonstrate ethical and professional duties and responsibilities of the forensic scientist
- Be able to apply basic principles and laboratory procedures of biology to forensic science
- Demonstrate capabilities, use, potential and limitations of forensic laboratory theory and techniques

General Education requirements (32-46 credits)

University Core Education Curriculum (minimum 21 credits)

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)

- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
- Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (3 credits)

- MATH 200 Calculus with Analytical Geometry (fulfills University Core quantitative literacy) 3
- PHIL 201 Critical Thinking About Moral Problems (fulfills H&S literature and civilization) 3
- STAT 210 Basic Practice of Statistics 3

Major requirements (72-74 credits)

- BIOL 152 Introduction to Biological Science II 3
- BIOZ 152 Introduction to Biology Laboratory II 1
- CHEM 101 General Chemistry 3
- CHEM 102 General Chemistry 3
- CHEM 301 Organic Chemistry 3
- CHEM 302 Organic Chemistry 3
- CHEM 303 Physical Chemistry 3
- CHEM 309 Quantitative Analysis 3
- CHEM 409 Instrumental Analysis 3
- CHEZ 101 General Chemistry Laboratory I 1
- CHEZ 102 General Chemistry Laboratory II 1
- CHEZ 301 Organic Chemistry Laboratory I 2
- CHEZ 302 Organic Chemistry Laboratory II 2
- CHEZ 303 Physical Chemistry Laboratory I 2
- CHEZ 309 Quantitative Analysis Laboratory 1
- CHEZ 409 Instrumental Analysis Laboratory 2
- CRJS 181 Introduction to Criminal Justice 3
- FRSC 300 Survey of Forensic Science 3
- FRSC 309 Scientific Crime Scene Investigation 3
- FRSC 365 Forensic Microscopy 4
- FRSC 375 Forensic Evidence, Law and Criminal Procedure 3
- FRSC 400 Forensic Chemistry 3
- FRSZ 400 Forensic Chemistry Laboratory 2
- FRSC 490 Professional Practices in Forensic Science 3
- MATH 201 Calculus with Analytical Geometry 4
- PHYS 201 General Physics or PHYS 207 University Physics I 4-5
- PHYS 202 General Physics or PHYS 208 University Physics II 4-5

Concentration electives (7 credits)

- BIOL/BIOZ, CHEM/CHEZ, CRJS, FRSC/FRSZ, MATH or PHYS (200- to 500-level) 7
Forensic Science, Bachelor of Science (B.S.) with a concentration in physical evidence

Special requirements
The forensic science program requires a minimum of 120 credits including completion of the College of Humanities and Sciences general education requirements, 49-51 forensic science core program credits and 33 (forensic biology), 30 (forensic chemistry) or 31 (physical evidence) concentration-specific credits.

Students in the forensic science program must receive a minimum grade of C in all FRSC and FRSZ courses, as well as CHEM 101-102, CHEZ 101-102, CHEM 301, BIOL 151-152, BIOZ 151-152 and PHYS 201 or PHYS 207. Additionally, a grade of C grade or better in all CHEM/CHEZ courses is required for enrollment in all courses for which they are a prerequisite.

For the physical evidence concentration, a minimum of 10 additional credit hours of advanced study (200- to 500-level) in an area of specialization must be taken. It is recommended that these credits be CRJS, BIOL, PHYS, MATH or CHEM courses. FRSC 202 is not applicable for the major.

The major in forensic science leads to a Bachelor of Science degree and is for students who plan a career or graduate study in the forensic sciences. This specialization features a prescribed curriculum with academic emphasis in biology, chemistry and criminal justice.

The forensic science program provides students with fundamental learning in forensic laboratory analyses and crime scene investigation. The program offers three concentrations: forensic biology, forensic chemistry and physical evidence. Students will select one of the three concentrations prior to the second semester of their sophomore year.

The physical evidence concentration requires an additional 31 credits in chemistry, criminal justice, forensic science and elective credits beyond the core requirements and is offered for those students who are interested in graduate study or careers in latent fingerprint examination, the analysis of impression evidence, as well as firearm and toolmark analyses. Students also will be prepared for work in private analytical laboratories.

Degree requirements for Forensic Science, Bachelor of Science (B.S.) with a physical evidence concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate a basic understanding of the laws of criminal procedure and rules of evidence
- Demonstrate proper crime scene investigation and reconstruction
- Demonstrate ethical and professional duties and responsibilities of the forensic scientist
- Be able to apply basic principles and laboratory procedures of biology to forensic science
- Demonstrate capabilities, use, potential and limitations of forensic laboratory theory and techniques

General Education requirements (32–46 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Bulletin 2013-14</td>
<td></td>
</tr>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
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</table>

Collateral requirements (3 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>MATH 200 Calculus with Analytical Geometry (fulfills University Core quantitative literacy)</td>
<td></td>
</tr>
<tr>
<td>PHIL 201 Critical Thinking About Moral Problems (fulfills H&amp;S literature and civilization)</td>
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</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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Major requirements (65-67 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL 152 Introduction to Biological Science I</td>
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<tr>
<td>BIOZ 152 Introduction to Biology Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 309 Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 320 Inorganic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
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<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
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<td>CHEZ 302 Organic Chemistry Laboratory II</td>
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<tr>
<td>CHEZ 309 Quantitative Analysis Laboratory</td>
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<tr>
<td>CRJS 181 Introduction to Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 300 Survey of Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 309 Scientific Crime Scene Investigation</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 365 Forensic Microscopy</td>
<td>4</td>
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<tr>
<td>FRSC 375 Forensic Evidence, Law and Criminal Procedure</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 410 Forensic Pattern Evidence</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 412 Forensic Analysis of Firearms and Toolmarks</td>
<td>3</td>
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<tr>
<td>FRSC 490 Professional Practices in Forensic Science</td>
<td>3</td>
</tr>
<tr>
<td>FRSC 566 Advanced Crime Scene Investigation</td>
<td>3</td>
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<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I</td>
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</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II</td>
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Concentration electives (15 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRSC or natural science elective (300- to 500-level)</td>
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</tr>
<tr>
<td>BIOL/BIOZ, CHEM/CHEZ, CRJS, FRSC/FRSZ, MATH or PHYS (200- 500-level)</td>
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Open electives (0-5 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open electives</td>
<td>0-5</td>
</tr>
</tbody>
</table>

Total minimum requirement: 120 credits

Total minimum requirement: 120 credits

Click here to download a sample outline.
Janet R. Hutchinson  
Professor and Department Chair  
www.has.vcu.edu/wst

Gender, sexuality and women’s studies provides a broad interpretation and view of diversity, including the interdisciplinary, cross-cultural examination of women’s perspectives and experiences, masculinity and femininity, and heterosexuality and alternate sexualities as culturally constructed and socially experienced.

Gender, sexuality and women’s studies courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcuocourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to gender, sexuality and women’s studies (GSWS) courses.

Gender, Sexuality and Women’s Studies, Bachelor of Arts (B.A.)

Special requirements

A Bachelor of Arts in Gender, Sexuality and Women’s Studies requires a total of 120 credits with 30 credits in GSWS courses and at least 15 of those credits in upper-level courses. Students may choose a general interdisciplinary program or a health and science concentration.

All students must complete the general education requirements for the Bachelor of Arts in the College of Humanities and Sciences. All students also must complete core course requirements of GSWS 201 Introduction to Women’s Studies and GSWS 401 Topical Senior Seminar.

The general interdisciplinary program requires that students take either GSWS 301 Feminist Social Theory or GSWS 352/ENGL 352 Feminist Literary Theory, plus one three-credit course from each perspective area: diversity/international perspectives on gender, sexuality and women; humanities perspectives on women on gender, sexuality and women; social science perspectives on women on gender, sexuality and women; and health and science. The remaining credits in the major are electives, but must be GSWS courses or courses cross-listed with GSWS. These electives may include GSWS 391 Special Topics and GSWS 492 Independent Study. Note, however, that an independent study is permitted only after the student has an agreement with a supervising faculty member and permission from the major’s adviser.

Degree requirements for Gender, Sexuality and Women’s Studies, Bachelor of Arts (B.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Be conversant in feminist epistemology
- Analyze through a feminist lens the social, cultural, artistic, literary, historical, economic, political and scientific forces and accomplishments that shape the lived experiences of women and people of diverse sexualities and genders
- Display a working knowledge of online databases and library resources requisite to conducting contemporary and archival research
- Analyze data, refute bias and exercise informed judgment in problem-solving related to the lives of diverse people and to issues of social justice
- Synthesize information and formulate clearly articulated arguments
- Integrate complex thoughts into written and spoken discourse
- Present clear, organized and coherent arguments as demonstrated through oral and written assignments

General Education requirements (32-46 credits)

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/ fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/ fine arts)</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
<td>3-4</td>
</tr>
<tr>
<td>Experiential fine arts (offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
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</tbody>
</table>

Collateral requirements (10-11 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL and BIOZ 101 Biological Concepts and Laboratory (fulfills H&amp;S science and technology)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 208 Statistical Thinking (fulfills H&amp;S quantitative literacy)</td>
<td>3</td>
</tr>
<tr>
<td>Natural science: 100- to 200-level chemistry or physics course, CHEM 110 Chemistry and Society or PHYS 103 Elementary Astronomy (fulfills H&amp;S general education elective)</td>
<td>3</td>
</tr>
</tbody>
</table>

Major requirements (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSWS 201 Introduction to Gender, Sexuality, and Women’s Studies</td>
<td>3</td>
</tr>
<tr>
<td>GSWS 301 Feminist Social Theory or GSWS 352/ENGL 352 Feminist Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>GSWS diversity/international perspectives on gender, sexuality and women (200- to 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS humanities perspectives on women on gender, sexuality and women (200- to 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS social science perspectives on women on gender, sexuality and women (200- to 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS health and science perspectives (300- to 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS 401 Topical Senior Seminar (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS electives (two of three courses must be upper-level)</td>
<td>9</td>
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</tbody>
</table>

Open electives (33-48 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open electives</td>
<td>33-48</td>
</tr>
</tbody>
</table>

Total minimum requirement 120

Perspective areas

Note: A course listed in two different areas may not be used to fulfill both area requirements for the major. Some courses may have prerequisites to meet before enrollment.
Diversity/international perspectives on gender, sexuality and women
GSWS/AFAM 206 African American Family Relationships
GSWS 305/AFAM 305 African American Family in Social Context
GSWS/HIST 338/AFAM 318 Politics of Race, Class and Gender
GSWS/HIST 339, 340 History of Women in Europe
GSWS/ENGL 353 Women Writers (when international writers)
GSWS/ENGL 354 Lesbian Texts/Queer Theories
GSWS 366/INTL 368/POLI 366 Women and Global Politics
GSWS/RELS 371 Islam and Women
GSWS/INTL/RELS 372 Global Women’s Spirituality
GSWS 380 Lesbian and Bisexual Women
GSWS/AFAM/HIST 390 Africa and the Americas: Slavery, Gender and Race
GSWS/FLET/INTL 391 Topics in Foreign Literature in English Translation (when the topic is women Francophone writers)

Humanities perspectives on women on gender, sexuality and women
GSWS/ENGL 236 Women in Literature
GSWS/HIST 339, 340 History of Women in Europe
GSWS/HIST 341 American Women’s History
GSWS/ENGL 352 Feminist Literary Theory
GSWS/ENGL 353 Women Writers
GSWS/ENGL 354 Lesbian Texts/Queer Theories
GSWS/RELS 371 Islam and Women
GSWS/INTL/RELS 372 Global Women’s Spirituality
GSWS/RELS 373 Women and the Bible
GSWS/AFAM/HIST 390 Africa and the Americas: Slavery, Gender and Race
GSWS 391/ENGL 410 Medieval Studies: ________ (when the topic is women)
GSWS 391/ENGL 411 Early Modern Studies: __________ (when the topic is women)
GSWS 391/ENGL 412 18th-century Studies (when the topic is women)
GSWS 391/ENGL 491 Topics in Writing (when the topic is women)
GSWS 391/FLET 491 Topics in Foreign Literature in English Translation (when the topic women Francophone writers)
GSWS 391/PHIL 391 Topics in Philosophy (when the topic is women science)
GSWS/ENGL/LING 452 Language and Gender
GSWS 457/ARTH 457 Women, Art and Society

Social science perspectives on women on gender, sexuality and women
GSWS/AFAM/SOCY 206 African American Family Relationships
GSWS 301 Feminist Social Theory
GSWS/ANTH/SOCY 304 The Family
GSWS/AFAM/SOCY 305 African American Family in Social Context
GSWS/POLI 316 Women and the Law
GSWS/POLI/AFAM 318 Politics of Race, Class and Gender
GSWS/POLI 319 Women and American Politics
GSWS/SOCY 333 Sociology of Sex and Gender
GSWS/SOCY 334 Sociology of Women
GSWS/PSYC 335 Psychology of Women
GSWS/SOCY 336 Violence Against Women
GSWS 366/POLI 366/INTL 368 Women and Global Politics
GSWS 380 Lesbian and Bisexual Women
GSWS/CRJS 382 Gender, Crime and Social Justice
GSWS/POLI 391 Topics in Political Science (when the topic is gender politics in popular culture)
GSWS/POLI 391 Topics in Political Science (when the topic is contemporary issues in feminist theory)
GSWS/POLI 391 Topics in Political Science (when the topic is women and health care policy)
GSWS/POLI 391 Topics in Political Science (when the topic is reproductive technologies, ethics and policies)
GSWS/AFAM 491 Topics in Women’s Studies (when the topic is anthropological and international perspectives on women and health)

Health and science
GSWS/SOCY 333 Sociology of Sex and Gender
GSWS/PSYC 335 Psychology of Women
GSWS/SOCY 336 Violence Against Women
GSWS/ENVS 391 Topics in Environmental Studies (when the topic is women, nature and the environment)
GSWS/FLET 391 Topics in Foreign Literature in Translation (when the topic is women and madness in Francophone literature)
GSWS/MASC 391 Topics in Mass Communications (when the topic is women and technology)

GSWS/PHIL 391 Topics in Philosophy (when the topic is women and science)
GSWS/POLI 391 Topics in Political Science (when the topic is women and health care policy)
GSWS/POLI 391 Topics in Political Science (when the topic is reproductive technologies, ethics and policies)
GSWS 392 Women’s Health Care Across the Life Span
GSWS 393 Feminist Research and Methods
GSWS/AFAM 491 Topics in Women’s Studies (when the topic is anthropological and international perspectives on women and health)

Click here to download a sample outline.
• Display a working knowledge of social injustice and advocacy
• Understand feminist theorizing across disciplinary and cultural contexts for both methodology and epistemology and analyze and evaluate problems and questions by applying the intersection of knowledge, gender, race, class, culture, power and knower influence
• Identify and comprehend issues of social justice, and analyze their effects on gender and sexual minorities, and women and girls in the U.S. and around the world

General Education requirements (32–46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
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Additional College of Humanities and Sciences requirements (11-23 credits)

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<tr>
<th>Course</th>
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<td>HUMS 202 Choices in a Consumer Society</td>
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<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
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</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
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</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
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Collateral requirements (13-14 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIOL and BIOZ 101 Biological Concepts and Laboratory (fulfills H&amp;S science and technology)</td>
<td></td>
</tr>
<tr>
<td>STAT 208 Statistical Thinking (fulfills H&amp;S quantitative literacy)</td>
<td></td>
</tr>
<tr>
<td>Natural science: 100- to 200-level chemistry or physics course, CHEM 110 Chemistry and Society or PHYS 103 Elementary Astronomy (fulfills H&amp;S general education elective)</td>
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<tr>
<td>Natural science: 100-level or higher biology, chemistry or physics course</td>
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Major requirements (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GSWS 201 Introduction to Gender, Sexuality, and Women’s Studies</td>
<td>3</td>
</tr>
<tr>
<td>GSWS 301 Feminist Social Theory or GSWS 352</td>
<td>3</td>
</tr>
<tr>
<td>GSWS 393 Feminist Research and Methods</td>
<td>3</td>
</tr>
<tr>
<td>GSWS 401 Topical Senior Seminar (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS diversity/international perspectives on gender, sexuality and women (200- to 400-level)</td>
<td>3</td>
</tr>
<tr>
<td>GSWS health and science perspectives (300- to 400-level)</td>
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<tr>
<td>GSWS electives</td>
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Open electives (30-45 credits)

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Open electives</td>
<td>30-45</td>
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</tbody>
</table>

Total minimum requirement 120

Perspective areas

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Diversity/international perspectives on gender, sexuality and women

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>GSWS 206/AFAM 206/SOCY 206 African American Family Relationships</td>
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<tr>
<td>GSWS 305/AFAM 305/SOCY 305 African American Family in Social Context</td>
<td></td>
</tr>
<tr>
<td>GSWS 318/AFAM 318/POLI 318 Politics of Race, Class and Gender</td>
<td></td>
</tr>
<tr>
<td>GSWS/HIST 339, 340 History of Women in Europe</td>
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<td>GSWS/ENGL 354 Lesbian Texts/Queer Theories</td>
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GSWS 366/INTL 368/POLI 366 Women and Global Politics
GSWS/RELS 371 Islam and Women
GSWS/INTL/RELS 372 Global Women’s Spirituality
GSWS 380 Lesbian and Bisexual Women
GSWS/AFAM/HIST 390 Africa and the Americas: Slavery, Gender and Race
GSWS/FLET/INTL 391 Topics in Foreign Literature in English Translation (when the topic is women Francophone writers)

Humanities perspectives on women on gender, sexuality and women

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>GSWS/ENGL 236 Women in Literature</td>
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<tr>
<td>GSWS/HIST 339, 340 History of Women in Europe</td>
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<tr>
<td>GSWS/HIST 341 American Women’s History</td>
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<tr>
<td>GSWS/ENGL 352 Feminist Literary Theory</td>
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<td>GSWS/ENGL 353 Women Writers</td>
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<td>GSWS/ENGL 354 Lesbian Texts/Queer Theories</td>
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<tr>
<td>GSWS/INTL/RELS 371 Islam and Women</td>
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<tr>
<td>GSWS/INTL/RELS 372 Global Women’s Spirituality</td>
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<tr>
<td>GSWS/RELS 373 Women and the Bible</td>
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<tr>
<td>GSWS/AFAM/HIST 390 Africa and the Americas: Slavery, Gender and Race</td>
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<tr>
<td>GSWS 391/ENGL 410 Medieval Studies: __________ (when the topic is women)</td>
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<tr>
<td>GSWS 391/ENGL 411 Early Modern Studies: ___________ (when the topic is women)</td>
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<tr>
<td>GSWS 391/ENGL 412 18th-century Studies (when the topic is women)</td>
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<tr>
<td>GSWS 391/ENGL 491 Topics in Writing (when the topic is women)</td>
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<tr>
<td>GSWS 391/FLET 491 Topics in Foreign Literature in English Translation (when the topic women Francophone writers)</td>
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<tr>
<td>GSWS 391/PHIL 391 Topics in Philosophy (when the topic is women and science)</td>
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<tr>
<td>GSWS/ENGL/LING 452 Language and Gender</td>
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<tr>
<td>GSWS 457/ARTH 457 Women, Art and Society</td>
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Social science perspectives on women on gender, sexuality and women

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GSWS/AFAM/SOCY 206 African American Family Relationships</td>
<td></td>
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<tr>
<td>GSWS 301 Feminist Social Theory</td>
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<tr>
<td>GSWS/ANTH/SOCY 304 The Family</td>
<td></td>
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<tr>
<td>GSWS/AFAM/SOCY 305 African American Family in Social Context</td>
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<tr>
<td>GSWS/POLI 316 Women and the Law</td>
<td></td>
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<tr>
<td>GSWS/POLI/AFAM 318 Politics of Race, Class and Gender</td>
<td></td>
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<tr>
<td>GSWS/POLI 319 Women and American Politics</td>
<td></td>
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<tr>
<td>GSWS/SOCY 333 Sociology of Sex and Gender</td>
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<tr>
<td>GSWS/SOCY 334 Sociology of Women</td>
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<tr>
<td>GSWS/PSYC 335 Psychology of Women</td>
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<tr>
<td>GSWS/SOCY 336 Violence Against Women</td>
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<tr>
<td>GSWS 366/POLI 366/INTL 368 Women and Global Politics</td>
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<tr>
<td>GSWS 380 Lesbian and Bisexual Women</td>
<td></td>
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<tr>
<td>GSWS/CRJS 382 Gender, Crime and Social Justice</td>
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<tr>
<td>GSWS/POLI 391 Topics in Political Science (when the topic is gender politics in popular culture)</td>
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<tr>
<td>GSWS/POLI 391 Topics in Political Science (when the topic is contemporary issues in feminist theory)</td>
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<tr>
<td>GSWS/POLI 391 Topics in Political Science (when the topic is women and health care policy)</td>
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<tr>
<td>GSWS/POLI 391 Topics in Political Science (when the topic is reproductive technologies, ethics and policies)</td>
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</tr>
<tr>
<td>GSWS/AFAM 491 Topics in Women’s Studies (when the topic is anthropological and international perspectives on women and health)</td>
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Health and science

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<thead>
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<th>Course</th>
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<tr>
<td>GSWS/SOCY 333 Sociology of Sex and Gender</td>
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<tr>
<td>GSWS/PSYC 335 Psychology of Women</td>
<td></td>
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<tr>
<td>GSWS/SOCY 336 Violence Against Women</td>
<td></td>
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<tr>
<td>GSWS/ENVS 391 Topics in Environmental Studies (when the topic is women, nature and the environment)</td>
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<tr>
<td>GSWS/FLET 391 Topics in Foreign Literature in Translation (when the topic is women and madness in Francophone literature)</td>
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<tr>
<td>GSWS/MASC 391 Topics in Mass Communications (when the topic is women and technology)</td>
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<tr>
<td>GSWS/PHIL 391 Topics in Philosophy (when the topic is women and science)</td>
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<td>GSWS/POLI 391 Topics in Political Science (when the topic is women and health care policy)</td>
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<tr>
<td>GSWS/POLI 391 Topics in Political Science (when the topic is reproductive technologies, ethics and policies)</td>
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<tr>
<td>GSWS 392 Women’s Health Care Across the Life Span</td>
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<tr>
<td>GSWS 393 Feminist Research and Methods</td>
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</tbody>
</table>
The Bachelor of Arts in History requires a minimum of 120 credits, with at least 36 of those credits in history. Students must complete HIST 300 Introduction to Historical Study with a minimum grade of C prior to enrolling in more than six credits of 300- or 400-level history courses.

The history curriculum exposes students to a multidimensional analysis of the human past. Knowledge gained through such analysis not only has the intrinsic appeal of any disciplined intellectual inquiry, but also constitutes an indispensable basis for active citizenship and for critical thinking about the society in which the student lives.

Historical training at the undergraduate level leads to personal and social awareness within the rich tradition of the liberal arts. It also provides students an ideal preparation for a wide range of careers and further professional study. Students in the program can take advantage of a wide range of courses with thematic, topical, national or chronological emphases and electives. Students should consult with their advisers each semester to design a program that meets these requirements and suits their interests and career objectives.

### Degree requirements for History, Bachelor of Arts (B.A.)

#### Learning outcomes

Upon completing this program, students will be able to demonstrate knowledge of:

1. The various types of sources historians employ in their research and work.
2. The need for skepticism and informed judgment in historical studies, and of the role of biases and frames of reference in historical research.
3. How and why historians often reach different conclusions with reference to issues of fact, causation, interpretation and significance.
4. How to summarize, analyze and evaluate scholarly and/or popular works dealing with the historical past, and will also demonstrate such critical, analytical and evaluative skills both orally and in writing.
5. The procedures of library research, awareness of the significance of varying methodologies of historical research (such as historical archaeology, oral history, quantitative methods) and will demonstrate the ability to understand and interpret historical evidence when presented in the form of documents, maps, graphs and statistical tables.
6. The basic skills and aptitudes in the investigation of a historical topic/issue and in the presentation of his/her findings in a literate, documented, logically argued and coherently organized research paper.

Finally, students will demonstrate:

7. An appreciation of the forces of change and continuity, or the appropriateness (or inappropriateness) of analogies between one set of historical experiences/circumstances and another, and of the extent to which historical experience and knowledge can (or should) serve as a guide for current action.

#### General Education requirements (32-46 credits)

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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#### Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society | 1 |
|Approved H&S diverse and global communities | 3 |
|Approved H&S general education electives | 6-8 |
|Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | |

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**American studies, minor in**

**Richard A. Fine**
Professor and Coordinator, American Studies

Offered jointly by the departments of English and History, the minor in American studies consists of at least 18 upper-level credits to be distributed as follows: six credits in American studies (AMST) courses; three credits in humanities electives; three credits in social science electives; and six credits in either humanities, social science or other approved electives, or in independent study. All courses selected to fulfill distribution areas must deal with American materials and topics. A list of recommended courses and electives is available from the coordinator.
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (0-6 credits)
Foreign language through the 202 or 205 level (by course or placement testing) 0-6

Major requirements (36 credits)
HIST 300 Introduction to Historical Study 3
HIST 490 Seminar in History or HIST 493 Internship (capstone) 3-4
Historical survey courses (100-level HIST) 12
Upper-level HIST (301-499, except 490 or 493) 18
Note: Major requires at least 6 credits from each of three areas (may be satisfied by 100-level and 300-level HIST courses chosen above): a) Europe, b) United States, and c) Africa, Asia, Latin America or the Middle East.

Open electives (32-52 credits)
Open electives (from the college, School of the Arts, School of Business and Total School of Education) 32-52

Total minimum requirement 120

Click here to download a sample outline.

Honors in history
To earn a Bachelor of Arts degree with honors in history students must have a minimum cumulative GPA of 3.0 or a 3.0 average for their junior year, with at least a 3.3 GPA in history courses. Students also must have completed an honors paper in history. See the department adviser or chair for information about the paper requirements. Official certification of the award will be presented to students upon their graduation.

History, minor in
The minor in history consists of 18 credits in history, 12 of which must be at the upper level (300-400). At least one three-credit course must be taken in three of the following regions: Africa, North America, Asia, Europe, Latin America, Middle East.

Medical humanities, minor in
The minor in medical humanities consists of 18 credits in courses that address the non-scientific aspects of professional health care training. To complete the minor, students must complete each of the following courses:
ARTH 361 The Human Condition: An Arts Perspective
PHIL 213 Ethics and Health Care
SCTS 301/ENGL 369 Illness Narratives

Students must also complete one three-credit course in each of the following core areas:
Core I: History of science, technology and medicine
HIST 332 History in Film (science and film topic only)
HIST/SCTS 395, 396 Revolutions in Science
HIST/SCTS 397 Genetics and Society: 1865 to the Present
HIST/SCTS 398 History of Medicine and Public Health:
SCTS 300 Introduction to Science and Technology Studies

Core II: Cross-cultural and diversity perspectives that impact health care
AFAM/ANTH/INTL/WMNS 309 Global Women’s Health
AFAM 310 African American Health: Health Disparities
ANTH 301/BIOL 341 Human Evolution
ANTH 391 Topics in Anthropology (medical anthropology topic only)

ENGL/GSWS 353 Women Writers
ENGL/GSWS 354 Lesbian Texts/Queer Theories
GSWS 392 Women’s Health Care Across the Life Span
RELS 368 Asian Religions and Asian Medicine
WRLD 220 Human Rights and Literature

Core III: Psych-social dimensions of healing and caregiving
HCMG 300 Health Care Organization and Services
PSYC 304 Life Span Developmental Psychology
PSYC 308 Stress and Its Management
PSYC 412 Health Psychology
SOCY/GSWS 333 Sociology of Sex and Gender
SOCY 445 Medical Sociology

Department of Mathematics and Applied Mathematics

The Department of Mathematics and Applied Mathematics offers an undergraduate program leading to a Bachelor of Science in Mathematical Sciences with concentrations in applied mathematics, biomathematics, mathematics and secondary mathematics teacher preparation. The department administers the Master of Science in Mathematical Sciences concentrations in applied mathematics and mathematics and is involved in administering the Doctor of Philosophy in Systems Modeling and Analysis. The curricula of these programs are run jointly with additional concentrations offered by the Department of Statistical Sciences and Operations Research.

Administration
Andrew M. Lewis
Associate Professor and Department Chair
www.math.vcu.edu

Mathematics and applied mathematics courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Students registering for CMSC 201 or 255, MATH 131, 141, 151, 200, 211 or 300, or STAT 208 or 210 must place into these courses either from receiving VCU credit for stated prerequisite courses (for instance, MATH 151 is a stated prerequisite course for MATH 200) or from a satisfactory score (within a 39-month period immediately preceding the beginning of the course) on the VCU Mathematics Placement Test.

Follow this link to mathematics and applied mathematics (MATH) courses.
Use this link to see systems modeling and analysis (SYSM) courses.

Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in applied mathematics

Special requirements
The B.S. in Mathematical Sciences requires a minimum of 120 credits with at least 41 of those credits in courses labeled MATH, STAT, OPER or CMSC. Along with the general education requirements of the College of Humanities and Sciences and the undergraduate degree requirements, students are required to take core courses and fulfill specific requirements for the degree. Based on the results of the Mathematics Placement Test, students may be required to take MATH 151 Precalculus Mathematics. No more than one course in mathematics (MATH) at the 100 level can count for the general requirements toward the degree. Credit for 100-level mathematical sciences courses cannot be applied toward the mathematical sciences courses required for the major in mathematical sciences.
With the approval of the department’s undergraduate credentials committee and the adviser, students can design their own plan of study, which also will result in Mathematical Sciences, Bachelor of Science degree. This student-planned curriculum must contain at least 24 credits in upper-level (300 to 500) mathematical sciences courses.

Double major
Students who meet the requirements for two of the concentrations within the mathematical sciences curriculum can receive a double major. To initiate a double major, students must obtain the appropriate form from the Office of Records and Registration.

Second baccalaureate degree
For students possessing a bachelor’s degree and wishing to gain undergraduate preparation in an area of mathematical sciences, second baccalaureate degrees are offered through the department. For detailed information about these programs, refer to the "Academic regulations and general degree requirement" section of this bulletin.

The curriculum in mathematical sciences promotes understanding of the mathematical sciences and their structures, uses and relationships to other disciplines. To this end, the scholarly growth of the faculty and students in the mathematical sciences is nurtured through study, research and a high standard of teaching. The curriculum provides a sound foundation for the student seeking to enter a career with a technological orientation or for the student who wishes to pursue graduate study in applied mathematics, biomathematics, mathematics, operations research, statistics, teaching mathematics in secondary schools or related fields.

A Bachelor of Science is offered jointly by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. In the Department of Mathematics and Applied Mathematics, students pursuing the Bachelor of Science in Mathematical Sciences can choose a concentration of applied mathematics, which focuses on the analytical and computational techniques necessary to solve many of today’s problems. These methods traditionally had been applied in such areas as chemistry and physics, but now are applied in many other areas.

Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in applied mathematics

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Pursue goals and careers in education and industry
- Think creatively
- Analyze and write mathematical arguments
- Read and interpret literature
- Use technology in problem-solving and experimentation

General Education requirements (32-46 credits)  

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<tr>
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<td>Approved humanities/fine arts</td>
<td>3-4</td>
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<tr>
<th>Additional College of Humanities and Sciences requirements (11-23 credits)</th>
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<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (11-15 credits)
Complete one of the following sequences: 8-10
- BIOL 151 and 152 Introduction to Biological Science I and II
- BIOZ 151 and 152 Introduction to Biological Science Laboratory I and II
- CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
- PHYS 201-202 General Physics
- PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above.

Major requirements (minimum 48 credits; or minimum 42 credits with minor or double major)
Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

| MATH 200-201 Calculus with Analytic Geometry* | 8       |
| MATH 255 Introduction to Computational Mathematics or CMSC 245 | 3       |
| Introduction to Programming Using C++ | 3       |
| MATH 300 Introduction to Mathematical Reasoning* | 3       |
| MATH 301 Differential Equations* | 3       |
| MATH 307 Multivariable Calculus* | 4       |
| MATH 310 Linear Algebra* | 3       |
| MATH 409 Mathematical Expositions (capstone) | 3       |
| MATH 501 Introduction to Abstract Algebra or MATH 525 Introduction to Combinatorial Mathematics | 3       |
| MATH 507 Bridge to Modern Analysis | 3       |
| MATH 532 Ordinary Differential Equations I | 3       |
| MATH 533 Partial Differential Equations I | 3       |
| STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy) | 3-9     |

Applied mathematics concentration electives: nine additional upper-level credits in mathematics, statistics, operations research or computer science courses, at least one of which must be at the 500-level, or three credits at the 500-level and complete a minor or a double major

Open electives (11-35 credits)
Open electives 11-35

Total minimum requirement 120

Click here to download a sample outline.

Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in biomathematics

Special requirements
The B.S. in Mathematical Sciences requires a minimum of 120 credits with at least 41 of those credits in courses labeled MATH, STAT, OPER or CMSC. Along with the general education requirements of the College of Humanities and Sciences and the undergraduate degree requirements, students are required to take core courses and fulfill specific requirements for the degree.

Based on the results of the Mathematics Placement Test, students may be required to take MATH 151 Precalculus Mathematics. No more than one course in mathematics (MATH) at the 100 level can count for the general requirements toward the degree. Credit for 100-level mathematical sciences courses cannot be applied toward the degree, but may be used as general electives or college electives.

Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8
be applied toward the mathematical sciences courses required for the major in mathematical sciences.

With the approval of the department’s undergraduate credentials committee and the adviser, students can design their own plan of study, which also will result in Mathematical Sciences, Bachelor of Science degree. This student-planned curriculum must contain at least 24 credits in upper-level (300 to 500) mathematical sciences courses.

**Double major**

Students who meet the requirements for two of the concentrations within the mathematical sciences curriculum can receive a double major. To initiate a double major, students must obtain the appropriate form from the Office of Records and Registration.

**Second baccalaureate degree**

For students possessing a bachelor’s degree and wishing to gain undergraduate preparation in an area of mathematical sciences, second baccalaureate degrees are offered through the department. For detailed information about these programs, refer to the "Academic regulations and general degree requirement" section of this bulletin.

The curriculum in mathematical sciences promotes understanding of the mathematical sciences and their structures, uses and relationships to other disciplines. To this end, the scholarly growth of the faculty and students in the mathematical sciences is nurtured through study, research and a high standard of teaching. The curriculum provides a sound foundation for the student seeking to enter a career with a technological orientation or for the student who wishes to pursue graduate study in applied mathematics, biomathematics, mathematics, operations research, statistics, teaching mathematics in secondary schools or related fields.

A Bachelor of Science is offered jointly by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. In the Department of Mathematics and Applied Mathematics, students pursuing the Bachelor of Science in Mathematical Sciences can choose a concentration of biomathematics, which focuses on the overlap between mathematics and the disciplines of biology and medicine. This concentration covers the mathematical methods of modeling and analysis of phenomena in the life sciences.

**Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in biomathematics**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Pursue goals and careers in education and industry
- Think creatively
- Analyze and write mathematical arguments
- Read and interpret literature
- Use technology in problem-solving and experimentation

**General Education requirements (32–46 credits)**

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| Approved H&S diverse and global communities                          | 3  |
| Approved H&S general education electives                            | 6-8|
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) | |
| Approved H&S science and technology (fulfills University Core natural/physical sciences) | |
| Experiential fine arts (course offered by the School of the Arts)     | 1-3|
| Foreign language through the 102 level (by course or placement)       | 0-8|

**Collateral requirements (11-15 credits)**

Complete one of the following sequences:

- BIOL 151 and 152 Introduction to Biological Science I and II and BIOZ 151 and 152 Introduction to Biological Science Laboratory I and II
- CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
- PHYS 201-202 General Physics
- PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above.

**Major requirements (Minimum 48 credits; or minimum 45 credits with minor or double major)**

Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

| MATH 200-201 Calculus with Analytic Geometry*                    | 8  |
| MATH 255 Introduction to Computational Mathematics or CMSC 245  | 3  |
| Introduction to Programming Using C++                           |     |
| MATH 300 Introduction to Mathematical Reasoning*                | 3  |
| MATH 301 Differential Equations*                                | 3  |
| MATH 307 Multivariable Calculus*                                | 4  |
| MATH 310 Linear Algebra*                                        | 3  |
| MATH 380 Introduction to Mathematical Biology                  | 4  |
| MATH 490 Mathematical Expositions (capstone)                    | 3  |
| MATH 507 Bridge to Modern Analysis                             | 3  |
| MATH 532 Ordinary Differential Equations I                     | 3  |
| MATH 533 Partial Differential Equations I                      | 3  |
| MATH 582 Computational Modeling in Mathematical Biology         | 3  |
| MATH 585 Biomathematics Seminar (repeated for two credits)      | 2  |
| STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy) |     |

Biomathematics concentration electives: three additional upper-level credits in mathematics, statistics, operations research or computer science courses or complete a minor or a double major

**Open electives (11-32 credits)**

Open electives

**Total minimum requirement**

120

Click here to download a sample outline.

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**Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in mathematics**

**Special requirements**

The B.S. in Mathematical Sciences requires a minimum of 120 credits with at least 41 of those credits in courses labeled MATH, STAT, OPER or CMSC. Along with the general education requirements of the College of Humanities and Sciences and the undergraduate degree requirements, students are required to take core courses and fulfill specific requirements for the degree.

Based on the results of the Mathematics Placement Test, students may be required to take MATH 151 Precalculus Mathematics. No more than one course
Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in mathematics

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Pursue goals and careers in education and industry
• Think creatively
• Analyze and write mathematical arguments
• Read and interpret literature
• Use technology in problem-solving and experimentation

General Education requirements (32-46 credits) Credits
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3

Credits

Collateral requirements (11-15 credits)
Complete one of the following sequences:

BIO 151 and 152 Introduction to Biological Science I and II
BIO 151 and 152 Introduction to Biological Science Laboratory I and II
CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
PHYS 201-202 General Physics
PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above.

Major requirements (Minimum 48 credits; or minimum 42 credits with minor or double major)
Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

MATH 200-201 Calculus with Analytic Geometry* 8
MATH 255 Introduction to Computational Mathematics or CMSC 245 3
MATH 300 Introduction to Mathematical Reasoning* 3
MATH 301 Differential Equations* 3
MATH 307 Multivariable Calculus* 4
MATH 310 Linear Algebra* 3
MATH 315 Mathematical Expositions (capstone) 3
MATH 501 Introduction to Abstract Algebra 3
MATH 507 Bridge to Modern Analysis 3
MATH 508 Analysis I 3
MATH 509 General Topology I 3
MATH 525 Introduction to Combinatorial Mathematics 3
STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy) 3

Mathematics concentration electives: six additional upper-level credits in mathematics, statistics, operations research or computer science courses or complete a minor or a double major 0-6

Open electives (11-35 credits)
Open electives 11-35

Total minimum requirement 120

Click here to download a sample outline.
The curriculum in mathematical sciences promotes understanding of the mathematical sciences and their structures, uses and relationships to other disciplines. To this end, the scholarly growth of the faculty and students in the mathematical sciences is nurtured through study, research and a high standard of teaching. The curriculum provides a sound foundation for the student seeking to enter a career with a technological orientation or for the student who wishes to pursue graduate study in applied mathematics, biomathematics, mathematics, operations research, statistics, teaching mathematics in secondary schools or related fields.

A Bachelor of Science is offered jointly by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. In the Department of Mathematics and Applied Mathematics, students pursuing the Bachelor of Science in Mathematical Sciences can choose a concentration of secondary teacher preparation, which prepares students for teaching mathematics in secondary schools when completed in conjunction with the Master of Teaching degree offered through the School of Education as part of the Extended Teacher Preparation Program.

Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in secondary teacher preparation

Learning outcomes
Upon completing this program, students will know and know how to do the following:
- Pursue goals and careers in education and industry
- Think creatively
- Analyze and write mathematical arguments
- Read and interpret literature
- Use technology in problem-solving and experimentation

General Education requirements (32-46 credits) | Credits
---|---
**University Core Education Curriculum (minimum 21 credits)**
UNIV 111 Focused Inquiry I | 3
UNIV 112 Focused Inquiry II | 3
UNIV 200 Writing and Rhetoric | 3
Approved humanities/fine arts | 3
Approved natural/physical sciences | 3-4
Approved quantitative literacy | 3-4
Approved social/behavioral sciences | 3-4
**Total minimum requirement** | **120**

Additional College of Humanities and Sciences requirements (11-23 credits)
- HUMS 202 Choices in a Consumer Society | 1
- Approved H&S diverse and global communities | 3
- Approved H&S general education electives | 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) | 1-3
- Approved H&S science and technology (fulfills University Core natural/physical sciences) | 3-4
- Experiential fine arts (course offered by the School of the Arts) | 0-8
- Foreign language through the 102 level (by course or placement) | 0-8

Collateral requirements (11-15 credits)
Complete one of the following sequences: | 8-10
- BIOL 151 and 152 Introduction to Biological Science I and II and BIOZ 151 and 152 Introduction to Biological Science Laboratory I and II
- CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
- PHYS 201-202 General Physics
- PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above. | 3-5

Major requirements (Minimum 48 credits; or minimum 42 credits with minor or double major)
Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

- MATH 200-201 Calculus with Analytic Geometry* | 8
- MATH 255 Introduction to Computational Mathematics or CMSC 245 Introduction to Programming Using C++ | 3
- MATH 300 Introduction to Mathematical Reasoning* | 3
- MATH 307 Multivariable Calculus* | 4
- MATH 310 Linear Algebra* | 3
- MATH/OPER 327 Mathematical Modeling | 3
- MATH 490 Mathematical Expositions (capstone) | 3
- MATH 504 Algebraic Structures and Functions | 3
- MATH 505 Modern Geometry | 3
- MATH 507 Bridge to Modern Analysis | 3
- MATH 530 The History of Mathematics | 3
- MATH 554 Using Technology in the Teaching of Mathematics | 3
- STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy) | 3
- Secondary teacher preparation concentration electives: six additional upper-level credits in mathematics, statistics, operations research or computer science courses or complete a minor or a double major (which could be in education) | 0-6

Open electives (11-35 credits) | 11-35

Total minimum requirement | 120

Click here to download a sample outline.

Mathematical sciences, minor in

A minor in mathematical sciences consists of at least 18 credits offered by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research, including a minimum of three credits of calculus and a minimum of nine upper-level credits. Neither STAT 208, STAT 210, STAT 312 nor any 100-level course may be used to fulfill the required 18 credits.

A minimum GPA of 2.0 must be achieved in the minor. Students in the mathematical sciences majors cannot minor in mathematical sciences.
Department of Military Science and Leadership

www.has.vcu.edu/mil
The military science curriculum teaches the principles of management and leadership as a foundation for civilian and military careers. Graduates of this program are eligible for appointments as commissioned officers in the U.S. Army, the U.S. Army Reserve or Army National Guard.

For more information on participating in ROTC or on scholarship opportunities, contact the Recruiting Operations Officer, Capt. John Scott; call (804) 287-6612 or visit military.richmond.edu.

Scholarships

Army ROTC offers students several opportunities for scholarships worth more than $29,000 at VCU. High school students and students on campus may apply for a four-year scholarship. Two-year scholarships also are available to on-campus students. All scholarships cover VCU tuition, most books, laboratory fees and provide between $300 to $500 a month during the school year for living expenses.

The four-year program

The traditional four-year program is divided into two parts.

Basic course

Normally freshman and sophomore years, which cover military history, traditions, organizations and national defense. The emphasis in the course is on leadership development and general life skills. There is no commitment to the U.S. Army, unless the student is on a ROTC scholarship.

Advanced course

Departmental approval is required to enter junior- and senior-level classes. They cover instruction and practice in management, tactics, ethics, professionalism and continued leadership development.

All ROTC uniforms and materials are furnished at no cost. Students selected for advanced classes receive $450 or $500 a month during the school year.

During the summer between the junior and senior years, students will attend a four-week course, Leadership Development and Assessment Camp. LDAC provides hands-on experience and evaluations for students at Fort Lewis, Wash.

The two-year program

Students who have not taken any of the basic classes are still eligible for a commission through the two-year program.

In this program, student attend the Leader’s Training Course at Fort Knox, Ky., for four weeks during the summer. Upon completion of LTC, students are eligible for the advanced courses in their junior and senior years.

Simultaneous Membership Program

This program allows students to become members of the Army National Guard or the Army Reserve while enrolled in Army ROTC.

Advanced ROTC SMP students are paid for their guard/reserve training plus they receive a monthly ROTC allowance of $400, $450 or $500 for up to three years.

ROTC for veterans

If students are veterans, military experience can fulfill the basic course requirements. Some veterans may enroll directly into advanced courses. In addition to any financial assistance received from ROTC, veterans still are qualified to receive any and all VEAP/GI Bill/Army College Fund benefits to which they are entitled.

Military science and leadership courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to military science and leadership (MILS) courses.

Department of Philosophy

Anthony Ellis
Professor and Department Chair
www.has.vcu.edu/phi/philos/phi_home.htm

Philosophy aims at a deeper understanding of matters that should most concern the human race. Philosophical questions crop up in science, religion, art, morality, politics, medicine and in everyday life. Students enrolled in philosophy are encouraged to think seriously about fundamental issues in all these domains and to formulate coherent and well-grounded points of view. Because of its extensive use of critical and analytical reasoning, philosophy equips students for careers in medicine, law, business and other fields that require careful thought and the clear expression of ideas.

The Department of Philosophy offers a Bachelor of Arts in Philosophy. The department offers courses for students in other programs, as well as for those majoring in philosophy or religious studies.

Philosophy courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to philosophy (PHIL) courses.

Philosophy, Bachelor of Arts (B.A.)

The Bachelor of Arts in Philosophy requires a minimum of 120 credits, with at least 30 of those credits in philosophy. Fifteen of these credits must be selected from upper-level philosophy courses.

Majors intending to pursue graduate studies in philosophy are advised to choose the curriculum outlined below.

Degree requirements for Philosophy, Bachelor of Arts (B.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

1. Obtain knowledge of and facility with philosophy
2. Develop a good knowledge of the current state of academic discussion of some of the central philosophical topics
3. Develop some knowledge of the history of philosophy, including both major themes and movements and some specific figures and systems
4. Develop the ability to think critically and systematically about philosophical problems, both abstract and practical, and to write clearly and cogently about them

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<td>Approved social/behavioral sciences</td>
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Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society | 1 |
| Approved H&S diverse and global communities | 3 |
| Approved H&S general education electives | 6-8 |
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

**Major requirements (30 credits)**

PHIL 103 Ancient Greek and Medieval Western Philosophy 3
PHIL 104 Modern Western Philosophy 3
PHIL 201 Critical Thinking About Moral Problems, PHIL 211 History of Ethics, PHIL 212 Ethics and Applications, PHIL 213 Ethics and Health Care or PHIL 214 Ethics and Business 3
PHIL 222 Logic 3
PHIL 490 Seminar in Philosophy (capstone course) 3
PHIL elective 3
PHIL elective (300-level or higher) 3
Choose three of the following with at least one course each from group (a) and group (b): 9
   a) PHIL 320 Philosophy of Law, PHIL 327 Ethical Theory or PHIL 335 Social and Political Philosophy
   b) PHIL 301 Mind and Reality, PHIL 302 Reason and Knowledge or PHIL 303 Philosophy of Language
   c) PHIL 391 Topics in Philosophy

Open electives (44-58 credits)
Open electives 44-58
Total minimum requirement 120
Click here to download a sample outline.

**Philosophy, Bachelor of Arts with a concentration in ethics and public policy**

The Bachelor of Arts in Philosophy requires a minimum of 120 credits, with at least 30 of those credits in philosophy. Fifteen of these credits must be selected from upper-level philosophy courses.

Students whose main interests in philosophy are ethics, political philosophy, philosophy of law or public policy (and who may wish to pursue graduate work in law, political science, economics and related areas) will probably want to choose the ethics and public policy concentration.

**Degree requirements for Philosophy, Bachelor of Arts with an ethics and public policy concentration**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

1. Obtain knowledge of and facility with philosophy
2. Develop a good knowledge of the current state of academic discussion of some of the central philosophical topics
3. Develop some knowledge of the history of philosophy, including both major themes and movements and some specific figures and systems
4. Develop the ability to think critically and systematically about philosophical problems, both abstract and practical, and to write clearly and cogently about them

**General Education requirements (32-46 credits)**

**University Core Education Curriculum** (minimum 21 credits)

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3

**Credits**

Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirements (0-9 credits)**

Note: These courses serve as prerequisites for some required major courses listed below.

CRJS 181 Introduction to Criminal Justice 3
ECON 203 Introduction to Economics (with minimum grade of B) or ECON 210 Principles of Economics 3
ECON 211 Principles of Economics 3
POLI 314 U.S. Constitutional Law 3
SOCY 101 General Sociology 3

**Major requirements (30 credits)**

PHIL 101 Introduction to Philosophy, PHIL 103 Ancient Greek and Medieval Western Philosophy or PHIL 104 Modern Western Philosophy 3
PHIL 201 Critical Thinking About Moral Problems, PHIL 211 History of Ethics, PHIL 212 Ethics and Applications, PHIL 213 Ethics and Health Care or PHIL 214 Ethics and Business 3
PHIL 222 Logic 3
PHIL 301 Mind and Reality, PHIL 302 Reason and Knowledge or PHIL 303 Philosophy of Language 3
PHIL 391 Topics in Philosophy 3
Choose three of the following with at least one course each from the list below: 6
Open electives (35-58 credits)
Open electives 35-58
Total 120
Non-PHIL course options for major requirements (choose two)

CRJS 324 Courts and the Judicial Process
CRJS 355 Criminological Theory
ECON 301 Microeconomic Theory
ECON 302 Macroeconomic Theory
ECON 419/HIST 333 History of Economic Thought
HIST 338 History of Socialism
HIST 369 American Constitutional and Legal Development
HIST 370 American Constitutional and Legal Development
MGMT 324 Tort Law
POLI 310 Public Policy
POLI 314 U.S. Constitutional Law
POLI 315 Courts and Politics
SOCY 302 Contemporary Social Problems
SOCY 430 Politics, Power and Ideology
Click here to download a sample outline.

**Philosophy, minor in**
A philosophy minor consists of 18 credits, with at least nine of those credits in upper-level (300–400) courses and either PHIL 103 Ancient Greek and Medieval Philosophy or PHIL 104 Modern Western Philosophy.

### Philosophy of law, minor in

A minor in philosophy of law consists of 18 credits, to include PHIL 320 Philosophy of Law, PHIL 327 Ethical Theory, PHIL 335 Social and Political Philosophy, and one course from the following: PHIL 201 Critical Thinking About Moral Problems, PHIL 211 History of Ethics, PHIL 212 Ethics and Applications, PHIL 213 Ethics and Health Care and PHIL 214 Ethics and Business. Philosophy of law minors also must take two of the following courses: HIST 369, 370 American Constitutional and Legal Development, POLI 314 U.S. Constitutional Law and POLI 341, 342 History of Political Thought.

### Department of Physics

The Department of Physics offers programs leading to the Bachelor of Science in Physics and the Master of Science in Physics and Applied Physics. The department also offers an accelerated B.S.-M.S. program that allows students in the baccalaureate program to take graduate courses that will count toward the M.S. in Physics degree.

### Administration

Robert Gowdy  
Associate Professor and Interim Department Chair  
[www.has.vcu.edu/ph](http://www.has.vcu.edu/ph)

### Physics courses

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow these links to [physics (PHYS) courses](http://physics.vcu.edu/courses/) or the [PHYZ laboratories](http://physics.vcu.edu/labs/).

### Physics, Bachelor of Science (B.S.)

The Bachelor of Science in Physics requires a minimum of 120 credits, including 54 credits in physics and physics-related courses, as detailed in the course lists. The curriculum in physics prepares students for technical careers in physics or an allied area, for careers in engineering and for the teaching of physics in secondary schools. The curriculum also prepares students for graduate studies in physics or a related area.

### Degree requirements for Physics, Bachelor of Science (B.S.)

#### Learning outcomes

Students will learn to perform scientific reasoning and complex problem-solving. To physics majors we provide a fundamental understanding of the main areas of physics so that they are prepared for jobs that use physics-based technologies. They are expected to have mastered the analytical approach to solving technical problems by identifying simple subsystems that obey known physical laws and using these laws to approximate the behavior of the whole system.

#### General Education requirements (32-46 credits)

**Credits**

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**Approved humanities/fine arts** 3

**Approved natural/physical sciences** 3-4

**Approved quantitative literacy** 3-4

**Approved social/behavioral sciences** 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
- Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirements (15 credits)**

- MATH 200 Calculus with Analytic Geometry (fulfills University Core quantitative literacy) 4
- MATH 201 Calculus with Analytic Geometry 4
- MATH 301 Differential Equations 3
- MATH 307 Multivariate Calculus 4

**Major requirements (39 credits)**

- Required physics courses (30 credits)
  - PHYS 207 University Physics I 5
  - PHYS 208 University Physics II 5
  - PHYS 301 Classical Mechanics I 3
  - PHYS 320 Modern Physics 3
  - PHYS 320 Modern Physics Laboratory 1
  - PHYS 340 Statistical Mechanics and Thermodynamics 3
  - PHYS 376 Electromagnetism 3
  - PHYS 380 Quantum Physics I 3
  - PHYS 450 Senior Physics Laboratory 3
  - PHYS 490 Seminar in Conceptual Physics (capstone) 1
- Elective physics and physics-related courses (9 credits)
- A total of nine credits must be taken from the list of elective physics and physics-related courses provided below. Those students who have their primary major in physics are required to fulfill at least three of these credits using upper-level physics courses.

**Open electives (20-34 credits)**

- Open electives 20-34

**Total minimum requirement** 120

### Electives

Any upper-level physics course not listed as a required course, e.g.:

- PHYS 302 Classical Mechanics II
- PHYS 325 Visualization of Physics Using Mathematica
- PHYS 351 Guided Inquiry for University Physics I
- PHYS 352 Guided Inquiry for University Physics II
- PHYS 397 Directed Study
- PHYS 420 Quantum Physics II
- PHYS 440 Introduction to Condensed Matter Physics
- PHYS 491 Topics in Physics
- PHYS 492 Independent Study
- PHYS 571 Theoretical Mechanics
- PHYS 573 Analytical Methods of Physics
- PHYS 576 Electromagnetic Theory
- PHYS 580 Quantum Mechanics

Any of the following math or statistics courses:

- MATH 310 Linear Algebra
- MATH 511 Applied Linear Algebra
- MATH 512 Complex Analysis for Applications
- MATH 515-516 Numerical Analysis I and II
- MATH 517-518 Methods of Applied Mathematics
MATH 533 Partial Differential Equations I  
STAT 541 Applied Statistics for Engineers and Scientists  
Any of the following chemistry courses:  
CHEM 409 Instrumental Analysis  
CHEM 510 Atomic and Molecular Structure  
Any of the following engineering courses:  
CLSE 301 Transport Phenomena I  
EGRB 303 Biotransport Processes  
EGRB 427 Biomatierials  
EGRE 224 Introduction to Microelectronics  
EGRE 303 Electronic Devices  
EGRE 307 Integrated Circuits  
EGRM 436 Engineering Materials  
ENGR 301 Fluid Mechanics  
ENGR 412 Advanced Engineering Mathematics  
Those students intending to pursue graduate studies in physics should take: PHYS 302, 420, 440, 571, 573, 576 and/or 580. Those interested in experimental physics should also take one or more credits in PHYS 397 or 492.

Click here to download a sample outline.

Double major in engineering and physics

A detailed description of this program can be found in the “School of Engineering” section of this bulletin.

Accelerated Bachelor of Science (B.S.) in Physics and Master of Science (M.S.) in Physics and Applied Physics

Students who are enrolled in the Bachelor of Science in Physics program may elect to take graduate courses that will count toward the Master of Science in Physics and Applied Physics degree. Up to six hours of graduate credit may be earned in this way without any special provision. In order to offer more than six hours of pre-admission graduate credit toward the graduate degree, a student must apply to the physics department Graduate Admission Committee for admission to the Accelerated B.S.-M.S. program. Persons applying for admission to this program (1) should submit a curricular plan for completing the bachelor’s degree within two years or its part-time equivalent; (2) should indicate which graduate courses they intend to offer toward the physics master’s degree; (3) should have a B average or better.

The M.S. Degree Completion Form should be accompanied by a memo from the Department of Physics Graduate Admission Committee to indicate which graduate courses were taken under the Accelerated B.S.-M.S. Program.

Physics, minor in

A minor in physics consists of 20 credits made up of PHYS 207, 208, 320, PHYZ 320 and six credits of physics or physics-related courses that are acceptable for the major.

Department of Psychology

In addition to the Bachelor of Science in Psychology, the Department of Psychology offers instruction in clinical, counseling, health and general psychology leading to the Doctor of Philosophy degree. Students in all doctoral degree programs are educated first as psychologists and then helped to develop competence in a more specialized area relevant to their scholarly and professional objectives. In addition, special training and experience in college teaching is available.

Administration

Wendy Kliewer  
Professor and Department Chair  
Michael Southam-Gerow  
Associate Professor and Director of Graduate Studies

Admission requirements for doctoral programs

In addition to the general requirements for admission to the graduate programs in the Graduate School (in the Graduate study section of this bulletin), the following requirements represent the minimum acceptable standards for admission:

- Graduation with a bachelor’s degree from an accredited college or university, but not necessarily with a major in psychology.
- 18 semester hours of undergraduate course work in psychology is the minimal, but not optimal, number of hours for an applicant to be considered for admission. Included must be each of the following courses: general psychology, statistics and experimental psychology. Exceptionally well-qualified applicants with less than a major in psychology, or applicants whose undergraduate work is considered outdated by the admissions committee, may be advised to complete some additional undergraduate courses at the beginning of their graduate study program.
- An undergraduate record indicating superior academic potential.
- Satisfactory performance on the GRE.
- Three letters of recommendation from previous instructors.
- A personal interview may be required at the discretion of the department.

The number of students who can be admitted is limited by the facilities and staff available. All applicants will be notified of the decision made. The screening process may begin as early as Jan. 1. First offers of admission are made by April 1. By June 1, after other offers to alternates have been made and final acceptances by students have been received, admissions may be closed. See the admission requirements summary tables to view admission deadlines for each of the Ph.D. programs: clinical psychology, counseling psychology, general psychology (biopsychology, developmental psychology, social psychology) and health psychology.

Applicants to the general psychology program should specify to which of the three divisions they are applying (i.e., biopsychology, developmental or social). Transfer credits for graduate work at other institutions will be evaluated after the completion of nine semester hours in the department.

Degree requirements for doctoral programs

The following requirements are in addition to those described for the graduate programs in the Graduate School (the Graduate study section of this bulletin) and the College of Humanities and Sciences section of this bulletin.

All students are required to complete a core curriculum of 15 credits (or its equivalent for students entering with a master’s degree).

Students who receive grades of B or better in each of the department core courses are considered to have fulfilled the university requirements of a master’s level comprehensive examination and will then officially be considered candidates for the Master of Science degree. Students who receive grades of C or lower in two or more department core courses will have failed the comprehensive examination and will be dismissed automatically from the program. Students who receive a grade of C or lower in one of the department core courses must either (a) satisfactorily complete a re-examination of the material covered in the course within one semester following the receipt of the grade (this re-examination is to be arranged and evaluated by the course instructor), or (b) repeat the course for credit the next time it is offered and receive a grade of B or better. Regardless of which of these approaches is chosen, the students will be given only one opportunity to demonstrate that they have mastered the course material. Students who either fail the re-examination or repeat the course and receive a grade of C or lower will have failed the comprehensive examination and will be dismissed from the program.

Additional courses and training experiences will be determined in consultation with and subject to the approval of the student’s faculty adviser and graduate program committee.
Receipt of a grade of C or lower in two courses, or grades of C or lower in more than six credits of psychology courses, constitutes automatic dismissal of a student from the program.

All students are required to complete a master’s thesis and to defend it successfully in an oral examination. Ideally, the thesis should be publishable as a piece of research and make a contribution to the field of psychology. Students who have already completed a master’s thesis in psychology at another university may have the thesis requirement waived if the thesis is accepted by their graduate program committee.

The residence requirement for the master’s degree is 18 hours, nine in each of two consecutive semesters. Completion of the degree usually requires four semesters. At least six semester credits in PSYC 798 Master’s Thesis must be completed, and no more than six can be counted toward the M.S. degree.

Students are obligated to request, in writing from their program committees, continuation of study beyond the master’s degree and approval of their doctoral plan of study. Application from a student for continuation beyond the master’s level will be evaluated by the appropriate program committee after completion of all requirements for the master’s degree. The program committee reviews the student’s request and approves or disapproves the request.

The student must pass a written preliminary examination to become a doctoral candidate. Students are required to complete this requirement prior to defense of their dissertations and prior to leaving on internship for students in the clinical and counseling psychology programs.

With the consent of the program committee, doctoral students may design a minor consisting of courses in departments other than psychology or courses in an area of psychology other than the major.

Both the clinical and counseling psychology programs require completion of applied practice and a one-year predoctoral internship approved by the program committee. Research practicum are required by all programs. Practicum credit will vary depending on the program. Internship will be one-half credit per semester.

A dissertation requiring the planning, completion and oral defense of an original research project is an integral part of the doctoral program. At least 12 semester credits in PSYC 898 Doctoral Dissertation must be completed, and no more than 12 can be counted toward the Ph.D. degree.

Completion of the entire program usually requires four to six years (including the internship year for students in the clinical and counseling programs). Candidates must complete all requirements for the Ph.D. degree within an eight-year period from the date of admission to the graduate program unless permission is granted for an extension. In some cases, specific programs and divisions may have requirements in addition to those stated here.

A more detailed description of the requirements for each of the graduate programs is included in the Department of Psychology’s Graduate Student Handbook, which is provided to each incoming graduate student. Visit the website for more information: www.psychology.vcu.edu.

**Honors in psychology**

Psychology majors in the baccalaureate program can earn honors in psychology. Any student is eligible to join the program if he or she declares a major in psychology, meets one of the three following entrance requirements and joins the Honors College.

Entering freshmen must have combined SAT scores of at least 1910 and rank in the top 15 percent of their high school graduating class and present an unweighted 3.5 GPA (4.0 scale). Students transferring to VCU must have a 3.5 cumulative GPA in at least 30 college semester hours of credit and have no more than 60 college semester hours of credit. Continuing VCU students must have a 3.5 cumulative GPA and have taken a minimum of 20, but no more than 60, credits at VCU.

Once admitted to the program, the honors student must fulfill three basic program requirements. First, students must take a minimum of nine credits in psychology courses that are designated as honors sections. Three content courses, which will vary by semester, comprise these nine credits. PSYC 497, 498 and 499 may not be used to fulfill this requirement.

Next, honors students must enroll for a minimum of three credits in PSYC 494 Research Internship in Psychology, no later than the fall semester of their junior year.

Finally, all students must complete PSYC 497 Honors Seminar in the spring semester of their junior year and complete PSYC 498–499 Honors in Psychology in their senior year. Students complete an honors thesis during this three-semester sequence in which they propose, conduct and defend their research.

A student in the program will graduate with honors in psychology if he or she has completed all course requirements with a B or better, has maintained a GPA of 3.5, overall and in psychology, and has completed all other requirements for the Bachelor of Science in Psychology.

**Psychology advising (Psyugrad)**

Students choose to major in psychology for many reasons. Most often they select the major from a combination of wanting to help other people and wanting to learn the scientific principles of behavior. Students in the program expect to receive career counseling and information on graduate and/or professional school training. The department has developed methods to meet these expectations.

Psyugrad has been established by the department to provide advising to undergraduate majors with educational and career planning. Students are shown how to choose appropriate electives for bachelor’s-level careers in mental health services, personnel, management, corrections, rehabilitation, health services, education and laboratory research. In addition, all psychology majors are enrolled in PSYUGRAD, a Blackboard organization. PSYUGRAD provides up-to-date information on research opportunities, jobs, special presentations and advising documents.

The adviser’s role is to consult with students about various areas of professional opportunity, explain the role of graduate education and suggest general areas of study outside of the psychology department that might fit the student’s interests and goals. Advisers are available on a walk-in basis at the department’s Psyugrad Advising Office located at the White House, 806 W. Franklin Street, Room 107. Hours are posted on PSYUGRAD Blackboard.

PSYC 492 Independent Study and PSYC 494 Research Internship in Psychology are two of the upper-level electives specifically designed to enhance the psychology major’s career pursuits for either employment or graduate-level training. Both of these courses provide opportunities for direct, practical experience with close supervision. Students may register for one, two or three credits following consultation with a faculty mentor who will supervise the experience. Students are expected to work three hours per week per credit hour for each of these experiences. They may be repeated for up to a total of 12 credits, but with no more than 6 credits of each.

The Department of Psychology offers service-learning courses (PSYC 307/LFSC 307 Community Solutions: Multiple Perspectives; PSYC 493 Fieldwork: Human Services) that involve participation in an organized community service experience. Through classroom discussions and written assignments, students relate theories and research presented in class with community experiences. Through service-learning courses, students:

- Gain an understanding and appreciation of the community and its diverse people
- Explore an area of study or a career option
- Critically reflect on their values and responsibilities as citizens

In many cases, a service-learning course will meet the urban experience general education requirement (refer to the Schedule of Classes).

**Psychology courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to psychology (PSYC) courses.

**Psychology, Bachelor of Science (B.S.)**

**Special requirements**

The Bachelor of Science in Psychology curriculum requires a minimum of 120 credits, with at least 30 credits in psychology courses. A maximum of 40 credits
in psychology (this limit does not apply to PSYC courses numbered 490 and above) can be presented for the degree. At least 15 of the 30 minimum-required credits must be completed at VCU. All students must complete the psychology core requirements (PSYC 101, 214 and 317) and collateral requirements (BIOL 101 and BIOZ 101; BIOL 103 or 201 or an approved biology course; and STAT 210).

For the standard curriculum, students must complete the Psychology core, PSYC 451 History of Psychology, at least one course from each of the following four domains or content areas, and at least two psychology electives.

- **Developmental**: PSYC 301 Child Psychology or PSYC 304 Life Span Developmental Psychology (cannot take both for credit toward a degree); PSYC 302 Psychology of Adolescence; PSYC 306 Psychology of Adult Development; PSYC/LFSC 307 Community Solutions: Multiple Perspectives; GRTY 410 Introduction to Gerontology
- **Social/personality**: PSYC 309 Personality; PSYC 321 Social Psychology; PSYC/AFAM 322 Personality and Behavior of the African American; PSYC 323 Interpersonal Relations; PSYC/RELS 333 Psychology and Religious Experience; PSYC/GSWS 335 Psychology of Women; PSYC/SOCY 341 Group Dynamics
- **Physiological/learning**: PSYC 401 Physiological Psychology; PSYC 406 Perception; PSYC 410 Principles of Learning and Cognition
- **Self-development/applied psychology**: PSYC 303 Personal Adjustment; PSYC 308 Stress and its Management; PSYC 310 Industrial Psychology; PSYC 318 Principals of Psychological Tests and Measurement; PSYC 340 Intro to the Helping Relationship; PSYC 407 Psychology of the Abnormal; PSYC 412 Health Psychology; PSYC 426 Child Psychopathology

Core courses must be taken sequentially and ideally should be completed by the end of the junior year. Core courses are PSYC 101 with a minimum grade of C; PSYC 214 with a minimum grade of C (PSYC 214 also has the prerequisite requirement of STAT 210 or its equivalent with a minimum grade of C); and PSYC 317 with a minimum grade of C (PSYC 317 also has the prerequisite requirement of PSYC 214 or its equivalent with a minimum grade of C). PSYC 451 History of Psychology is the capstone course and must be taken in the senior year.

Students must achieve a minimum cumulative VCU GPA of 2.0 and also achieve a minimum GPA of 2.0 in the major in order to graduate.

The Bachelor of Science in Psychology curriculum reflects the discipline’s major functions — scientific research, teaching, acting as a healing profession and raising philosophical questions about the assumptions, values and ideals of human beings and their societies, which reflects psychology’s origin in philosophy. Through a core set of requirements the student systematically develops understanding and skill in scientific methods of inquiry, focusing on the human mind and behavior. To fulfill the degree requirements, students may pursue the standard curriculum by selecting courses from four content areas that introduce students to the healing and philosophical sides of psychology and provide a broad understanding of the field as a whole; or the student may apply to one of several more focused concentrations that draw upon the special strengths of the VCU Department of Psychology.

**Degree requirements for Psychology, Bachelor of Science (B.S.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- **Understanding of content domain**
  The curriculum of the B.S. in Psychology is designed to provide students with an accurate, comprehensive and up-to-date understanding of psychological concepts, principles and findings in the key domains of the field, including developmental processes, social processes, physiological and behavioral processes, and mental health and well-being.

**Development of intellectual domain**

The curriculum of the B.S. in Psychology fosters the development of the intellectual skills required to generate theories, do research, communicate ideas and information to others, evaluate conclusions statistically and locate the information needed for these intellectual pursuits. Students will learn to think scientifically, understand the relationships between theories, observations and conclusions, and skillfully evaluate the empirical support for various theories and findings.

**Development of affective and interpersonal domain**

Students seeking the B.S. in Psychology learn a number of practical, applied life skills pertaining to personal adjustment, relations with others and cross-cultural awareness.

**General Education requirements (32-46 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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</tr>
<tr>
<td>Approved quantitative literacy</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
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**Additional College of Humanities and Sciences requirements (11-23 credits)**

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
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<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
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<td>Experiential fine arts (course offered by the School of the Arts)</td>
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<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
</tr>
</tbody>
</table>

**Collateral requirements (10-11 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
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<tr>
<td>BIOL 101 and BHZ 101 Biological Concepts and Biological Concepts Laboratory</td>
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<tr>
<td>BIOL/ENV 103 Environmental Science or BIOL 201 Human Biology</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
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**Major requirements (30-31 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
</tr>
<tr>
<td>PSYC 214 Applications of Statistics</td>
</tr>
<tr>
<td>PSYC 317 Experimental Methods</td>
</tr>
<tr>
<td>PSYC 451 History of Psychology (capstone)</td>
</tr>
<tr>
<td>Course in developmental domain</td>
</tr>
<tr>
<td>Course in social/personality domain</td>
</tr>
<tr>
<td>Course in physiological/learning domain</td>
</tr>
<tr>
<td>Course in Self-development/applied psychology domain</td>
</tr>
<tr>
<td>Psychology electives</td>
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</table>

**Open electives (32-48 credits)**

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Open electives</td>
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**Total minimum requirement**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>120</td>
</tr>
</tbody>
</table>

[Click here to download a sample outline.](#)
The Bachelor of Science in Psychology curriculum requires a minimum of 120 credits, with at least 30 credits in psychology courses. A maximum of 40 credits in psychology (this limit does not apply to PSYC courses numbered 490 and above) can be presented for the degree. At least 15 of the 30 minimum-required credits must be completed at VCU. All students must complete the psychology core requirements (PSYC 101, 214 and 317) and collateral requirements (BIOL 101 and BIOZ 101; BIOL 103 or 201 or an approved biology course; and STAT 210).

This information outlines the requirements for students who are admitted and pursuing the applied psychology concentration. To be admitted, continue and graduate with this concentration, students must achieve a minimum cumulative VCU GPA of 2.5 and also achieve a minimum GPA of 2.5 in the major. This concentration requires 31 credit hours in the major.

Core courses must be taken sequentially and ideally should be completed by the end of the junior year. Core courses are PSYC with a minimum grade of C; PSYC 214 with a minimum grade of C (PSYC 214 also has the prerequisite requirement of STAT 210 or its equivalent with a minimum grade of C); and PSYC 317 with a minimum grade of C (PSYC 317 also has the prerequisite requirement of PSYC 214 or its equivalent with a minimum grade of C). PSYC 451 History of Psychology is the capstone course and must be taken in the senior year.

The Bachelor of Science in Psychology curriculum reflects the discipline’s major functions — scientific research, teaching, acting as a healing profession and raising philosophical questions about the assumptions, values and ideals of human beings and their societies, which reflects psychology’s origin in philosophy. Through a core set of requirements the student systematically develops understanding and skill in scientific methods of inquiry, focusing on the human mind and behavior. To fulfill the degree requirements, students may pursue the standard curriculum by selecting courses from four content areas that introduce students to the healing and philosophical sides of psychology and provide a broad understanding of the field as a whole; or the student may apply to one of several more focused concentrations that draw upon the special strengths of the VCU Department of Psychology.

Degree requirements for Psychology, Bachelor of Science (B.S.) with a concentration in applied psychology

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Understanding of content domain
  The curriculum of the B.S. in Psychology is designed to provide students with an accurate, comprehensive and up-to-date understanding of psychological concepts, principles and findings in the key domains of the field, including developmental processes, social processes, physiological and behavioral processes, and mental health and well-being.

- Development of intellectual domain
  The curriculum of the B.S. in Psychology fosters the development of the intellectual skills required to generate theories, do research, communicate ideas and information to others, evaluate conclusions statistically and locate the information needed for these intellectual pursuits. Students will learn to think scientifically, understand the relationships between theories, observations and conclusions, and skillfully evaluate the empirical support for various theories and findings.

- Development of affective and interpersonal domain
  Students seeking the B.S. in Psychology learn a number of practical, applied life skills pertaining to personal adjustment, relations with others and cross-cultural awareness.

Special requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 214</td>
<td>Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Life Span Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 308</td>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>Experimental Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 318</td>
<td>Principles of Psychological Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Introduction to the Helping Relationship</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 407</td>
<td>Psychology of the Abnormal</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 492</td>
<td>Independent Study or PSYC 493 Fieldwork: Human Services</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 494</td>
<td>Research Internship in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone
PSYC 451 History of Psychology | 3

Open electives (29-44)
Open electives | 29-44

Total minimum requirement | 120

Click here to download a sample outline.

Psychology, Bachelor of Science (B.S.) with a concentration in life science

Special requirements

The Bachelor of Science in Psychology curriculum requires a minimum of 120 credits, with at least 30 credits in psychology courses. A maximum of 40 credits in psychology (this limit does not apply to PSYC courses numbered 490 and above) can be presented for the degree. At least 15 of the 30 minimum-required credits must be completed at VCU. All students must complete the psychology core requirements (PSYC 101, 214 and 317) and collateral requirements (BIOL 101 and BIOZ 101; BIOL 103 or 201 or an approved biology course; and STAT 210).

This information outlines the requirements for students who are admitted and pursuing the life science concentration. To be admitted, continue and graduate with this concentration, students must achieve a minimum cumulative VCU GPA of 2.5 and also achieve a minimum GPA of 2.5 in the major. This concentration requires 34 credit hours in the major.
Core courses must be taken sequentially and ideally should be completed by the end of the junior year. Core courses are PSYC 101 with a minimum grade of C; PSYC 214 with a minimum grade of C (PSYC 214 also has the prerequisite requirement of STAT 210 or its equivalent with a minimum grade of C); and PSYC 317 with a minimum grade of C (PSYC 317 also has the prerequisite requirement of PSYC 214 or its equivalent with a minimum grade of C). PSYC 451 History of Psychology is the capstone course and must be taken in the senior year.

The Bachelor of Science in Psychology curriculum reflects the discipline’s major functions — scientific research, teaching, acting as a healing profession and raising philosophical questions about the assumptions, values and ideals of human beings and their societies, which reflects psychology’s origin in philosophy. Through a core set of requirements, the student systematically develops understanding and skill in scientific methods of inquiry, focusing on the human mind and behavior. To fulfill the degree requirements, students may pursue the standard curriculum by selecting courses from four content areas that introduce students to the healing and philosophical sides of psychology and provide a broad understanding of the field as a whole; or the student may apply to one of several more-focused concentrations that draw upon the special strengths of the VCU Department of Psychology.

Degree requirements for Psychology, Bachelor of Science (B.S.) with a concentration in life science

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- **Understanding of content domain**
  The curriculum of the B.S. in Psychology is designed to provide students with an accurate, comprehensive and up-to-date understanding of psychological concepts, principles and findings in the key domains of the field, including developmental processes, social processes, physiological and behavioral processes, and mental health and well-being.

- **Development of intellectual domain**
  The curriculum of the B.S. in Psychology fosters the development of the intellectual skills required to generate theories, do research, communicate ideas and information to others, evaluate conclusions statistically and locate the information needed for these intellectual pursuits. Students will learn to think scientifically, understand the relationships between theories, observations and conclusions, and skillfully evaluate the empirical support for various theories and findings.

- **Development of affective and interpersonal domain**
  Students seeking the B.S. in Psychology learn a number of practical, applied life skills pertaining to personal adjustment, relations with others and cross-cultural awareness.

General Education requirements (32-46 credits) Credits

| University Core Education Curriculum (minimum 21 credits) | 3 |
| UNIV 111 Focused Inquiry I | 3 |
| UNIV 112 Focused Inquiry II | 3 |
| UNIV 200 Writing and Rhetoric | 3 |
| Approved humanities/fine arts | 3 |
| Approved natural/physical sciences | 3-4 |
| Approved quantitative literacy | 3-4 |
| Approved social/behavioral sciences | 3-4 |

**Approved H&S science and technology (fulfills University Core natural/physical sciences)**

- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirements (7 credits)**

- BIOL 101 and BIOZ 101 Biological Concepts and Biological Concepts Laboratory 4
- BIOL/ENVS 103 Environmental Science or BIOL 201 Human Biology (BIOL 201 fulfills both collateral and concentration requirement) 3

**Major requirements (34 credits)**

- BIOL 201 Human Biology 3
- BIOL 445 Neurobiology and Behavior 3
- PHTX 400 Drugs and their Actions 3
- PSYC 101 Introduction to Psychology 4
- PSYC 214 Applications of Statistics 3
- PSYC 317 Experimental Methods 3
- PSYC 401 Physiological Psychology 3
- PSYC 406 Perception 3
- PSYC 410 Principles of Learning and Cognition 3
- PSYC 412 Health Psychology 3
- PSYC 492 Independent Study or PSYC 493 Fieldwork: Human Services or PSYC 494 Research Internship in Psychology 3

**Capstone**

- PSYC 451 History of Psychology 3

**Open electives (30-44 credits)**

Open electives 30-44

**Total minimum requirement** 120

Click here to download a sample outline.

**Psychology, Bachelor of Science (B.S.) with a concentration in pre-graduate school**

Special requirements

The Bachelor of Science in Psychology curriculum requires a minimum of 120 credits, with at least 30 credits in psychology courses. A maximum of 40 credits in psychology (this limit does not apply to PSYC courses numbered 490 and above) can be presented for the degree. At least 15 of the 30 minimum-required credits must be completed at VCU. All students must complete the psychology core requirements (PSYC 101, 214 and 317) and collateral requirements (BIOL 101 and BIOZ 101; BIOL 103 or 201 or an approved biology course; and STAT 210).

This information outlines the requirements for students who are admitted and pursuing the pre-graduate school concentration. To be admitted, continue and graduate with this concentration, students must achieve a minimum cumulative VCU GPA of 3.25 and also achieve a minimum GPA of 3.25 in the major. This concentration requires 34 credit hours in the major.

Core courses must be taken sequentially and ideally should be completed by the end of the junior year. Core courses are PSYC 101 with a minimum grade of C; PSYC 214 with a minimum grade of C (PSYC 214 also has the prerequisite requirement of STAT 210 or its equivalent with a minimum grade of C); and PSYC 317 with a minimum grade of C (PSYC 317 also has the prerequisite requirement of PSYC 214 or its equivalent with a minimum grade of C). PSYC 451 History of Psychology is the capstone course and must be taken in the senior year.

The Bachelor of Science in Psychology curriculum reflects the discipline’s major functions — scientific research, teaching, acting as a healing profession and raising philosophical questions about the assumptions, values and ideals of human beings and their societies, which reflects psychology’s origin in philosophy.
Through a core set of requirements the student systematically develops understanding and skill in scientific methods of inquiry, focusing on the human mind and behavior. To fulfill the degree requirements, students may pursue the standard curriculum by selecting courses from four content areas that introduce students to the healing and philosophical sides of psychology and provide a broad understanding of the field as a whole; or the student may apply to one of several more focused concentrations that draw upon the special strengths of the VCU Department of Psychology.

Degree requirements for Psychology, Bachelor of Science (B.S.) with a concentration in pre-graduate school

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- **Understanding of content domain**
  The curriculum of the B.S. in Psychology is designed to provide students with an accurate, comprehensive and up-to-date understanding of psychological concepts, principles and findings in the key domains of the field, including developmental processes, social processes, physiological and behavioral processes, and mental health and well-being.

- **Development of intellectual domain**
  The curriculum of the B.S. in Psychology fosters the development of the intellectual skills required to generate theories, do research, communicate ideas and information to others, evaluate conclusions statistically and locate the information needed for these intellectual pursuits. Students will learn to think scientifically, understand the relationships between theories, observations and conclusions, and skillfully evaluate the empirical support for various theories and findings.

- **Development of affective and interpersonal domain**
  Students seeking the B.S. in Psychology learn a number of practical, applied life skills pertaining to personal adjustment, relations with others and cross-cultural awareness.

**General Education requirements (32-46 credits)**

<table>
<thead>
<tr>
<th>Requirement</th>
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<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
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</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
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<td>Approved social/behavioral sciences</td>
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**Additional College of Humanities and Sciences requirements (11-23 credits)**

<table>
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<th>Requirement</th>
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<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
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<tr>
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<td>Experimental fine arts (course offered by the School of the Arts)</td>
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<td>Foreign language through the 102 level (by course or placement)</td>
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**Collateral requirements (10-11 credits)**

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<th>Requirement</th>
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<tr>
<td>BIOL 101 and BIOZ 101 Biological Concepts and Biological Concepts Laboratory</td>
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</tr>
<tr>
<td>BIOL/ENVS 103 Environmental Science or BIOL 201 Human Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
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**Major requirements (34 credits)**

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
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<tbody>
<tr>
<td>PSYC 101 Introduction to Psychology</td>
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<tr>
<td>PSYC 214 Applications of Statistics</td>
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<td>PSYC 304 Life Span Development Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 317 Experimental Methods</td>
<td>3</td>
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<td>PSYC 318 Principles of Psychological Tests and Measurements</td>
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<tr>
<td>PSYC 321 Social Psychology</td>
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<td>PSYC 407 Psychology of the Abnormal</td>
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<td>PSYC 410 Principles of Learning and Cognition</td>
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<tr>
<td>PSYC 451 History of Psychology (capstone)</td>
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<td>PSYC 492 Independent Study or PSYC 493 Fieldwork: Human Services or PSYC 494 Research Internship in Psychology</td>
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</tr>
</tbody>
</table>

**Open electives (29-44 credits)**

Open electives 29-44

**Total minimum requirement**

120

Click here to download a sample outline.

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**Psychology, Bachelor of Science (B.S.) with a concentration in urban psychology**

**Special requirements**

The Bachelor of Science in Psychology curriculum requires a minimum of 120 credits, with at least 30 credits in psychology courses. A maximum of 40 credits in psychology (this limit does not apply to PSYC courses numbered 490 and above) can be presented for the degree. At least 15 of the 30 minimum-required credits must be completed at VCU. All students must complete the psychology core requirements (PSYC 101, 214 and 317) and collateral requirements (BIOL 101 and BIOZ 101; BIOL 103 or 201 or an approved biology course; and STAT 210).

This information outlines the requirements for students who are admitted and pursuing the urban psychology concentration. To be admitted, continue and graduate with this concentration, students must achieve a minimum cumulative VCU GPA of 2.5 and also achieve a minimum GPA of 2.5 in the major. This concentration requires 34 credit hours in the major.

Core courses must be taken sequentially and ideally should be completed by the end of the junior year. Core courses are PSYC 101 with a minimum grade of C; PSYC 214 with a minimum grade of C (PSYC 214 also has the prerequisite requirement of STAT 210 or its equivalent with a minimum grade of C); and PSYC 317 with a minimum grade of C (PSYC 317 also has the prerequisite requirement of PSYC 214 or its equivalent with a minimum grade of C).

PSYC 451 History of Psychology is the capstone course and must be taken in the senior year.

The Bachelor of Science in Psychology curriculum reflects the discipline’s major functions — scientific research, teaching, acting as a healing profession and raising philosophical questions about the assumptions, values and ideals of human beings and their societies, which reflects psychology’s origin in philosophy. Through a core set of requirements the student systematically develops understanding and skill in scientific methods of inquiry, focusing on the human mind and behavior. To fulfill the degree requirements, students may pursue the standard curriculum by selecting courses from four content areas that introduce students to the healing and philosophical sides of psychology and provide a broad understanding of the field as a whole; or the student may apply to one of several more focused concentrations that draw upon the special strengths of the VCU Department of Psychology.
Degree requirements for Psychology, Bachelor of Science (B.S.) with a concentration in urban psychology

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- **Understanding of content domain**
  The curriculum of the B.S. in Psychology is designed to provide students with an accurate, comprehensive and up-to-date understanding of psychological concepts, principles and findings in the key domains of the field, including developmental processes, social processes, physiological and behavioral processes, and mental health and well-being.

- **Development of intellectual domain**
  The curriculum of the B.S. in Psychology fosters the development of the intellectual skills required to generate theories, do research, communicate ideas and information to others, evaluate conclusions statistically and locate the information needed for these intellectual pursuits. Students will learn to think scientifically, understand the relationships between theories, observations and conclusions, and skillfully evaluate the empirical support for various theories and findings.

- **Development of affective and interpersonal domain**
  Students seeking the B.S. in Psychology learn a number of practical, applied life skills pertaining to personal adjustment, relations with others and cross-cultural awareness.

**General Education requirements (32-46 credits)**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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<td>3-4</td>
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<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional College of Humanities and Sciences requirements (11-23 credits)**

| HUMS 202 Choices in a Consumer Society                   | 1       |
| Approved H&S diverse and global communities              | 3       |
| Approved H&S general education electives                | 6-8     |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) | |
| Approved H&S science and technology (fulfills University Core natural/physical sciences) | |
| Experiential fine arts (course offered by the School of the Arts) | 1-3 |
| Foreign language through the 102 level (by course or placement) | 0-8 |

**Collateral requirements (10-11 credits)**

| BIOL and BIOZ 101 Biological Concepts and Biological Concepts Laboratory | 4       |
| BIOL/ENVS 103 Environmental Science or BIOL 201 Human Biology       | 3-4     |
| STAT 210 Basic Practice of Statistics                               | 3       |

**Major requirements (34 credits)**

| POLI 321 City Politics                                           | 3       |
| PSYC 101 Introduction to Psychology                             | 4       |
| PSYC 214 Applications of Statistics                             | 3       |
| PSYC 302 Psychology of Adolescence                              | 3       |
| PSYC 304 Life Span Development Psychology                       | 3       |
| PSYC 317 Experimental Methods                                   | 3       |
| PSYC/AFAM 322 Personality and Behavior of the African American   | 3       |
| PSYC 340 Introduction to the Helping Relationship               | 3       |
| PSYC 493 Fieldwork: Human Services or PSYC 494 Research         | 3       |

**Capstone**

| PSYC 451 History of Psychology                                  | 3       |

**Open electives (26-41 credits)**

| Open electives                                                 | 26-41   |

**Total minimum requirement**

| 120 |

Click here to download a sample outline.

**Psychology, minor in**

A minor in psychology consists of 18 credits in psychology, including PSYC 101 Introduction to Psychology; one course from each of the four basic areas: developmental, social/personality, physiological/learning and self-development/ applied psychology; and one additional course. PSYC 201 Career Development in Psychology cannot be used to meet this requirement. At least nine of the 18 credits must be taken at VCU.

**Department of Statistical Sciences and Operations Research**

The Department of Statistical Sciences and Operations Research offers programs leading to a Bachelor of Science in Mathematical Sciences, a Master of Science in Mathematical Sciences with a concentration in either operations research or statistics and a Doctor of Philosophy in Systems Modeling and Analysis. The curriculum of both programs is run jointly with the Department of Mathematics and Applied Mathematics.

The department also offers a post-baccalaureate undergraduate certificate in statistics.

**Administration**

D’Arcy P. Mays
Associate Professor and Department Chair

[www.stat.vcu.edu](http://www.stat.vcu.edu)

**Statistical sciences and operations research courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/veucourses](http://www.pubapps.vcu.edu/veucourses). You may search by unit, subject or keyword, as well as by degree level. Follow this link to statistical sciences (STAT) courses. Use this link to see operations research (OPER) courses. Use this link to see systems modeling and analysis (SYSM) courses.

**Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in operations research**

**Special requirements**

The B.S. in Mathematical Sciences requires a minimum of 120 credits with at least 41 of those credits in courses labeled MATH, STAT, OPER or CMSC. Along with the general education requirements of the College of Humanities and Sciences and the undergraduate degree requirements, students are required to take core courses and fulfill specific requirements for the degree.
Based on the results of the Mathematics Placement Test, students may be required to take MATH 151 Precalculus Mathematics. No more than one course in mathematics (MATH) at the 100 level can count for the general requirements toward the degree. Credit for 100-level mathematical sciences courses cannot be applied toward the mathematical sciences courses required for the major in mathematical sciences.

With the approval of the department’s undergraduate credentials committee and the adviser, students can design their own plan of study, which also will result in Mathematical Sciences, Bachelor of Science degree. This student-planned curriculum must contain at least 24 credits in upper-level (300 to 500) mathematical sciences courses.

**Double major**

Students who meet the requirements for two of the concentrations within the mathematical sciences curriculum can receive a double major. To initiate a double major, students must obtain the appropriate form from the Office of Records and Registration.

**Second baccalaureate degree**

For students possessing a bachelor’s degree and wishing to gain undergraduate preparation in an area of mathematical sciences, second baccalaureate degrees are offered through the department. For detailed information about these programs, refer to the “Academic regulations and general degree requirement” section of this bulletin.

The curriculum in mathematical sciences promotes understanding of the mathematical sciences and their structures, uses and relationships to other disciplines. To this end, the scholarly growth of the faculty and students in the mathematical sciences is nurtured through study, research and a high standard of teaching. The curriculum provides a sound foundation for the student seeking to enter a career with a technological orientation or for the student who wishes to pursue graduate study in applied mathematics, biomathematics, mathematics, operations research, statistics, teaching mathematics in secondary schools or related fields.

A Bachelor of Science is offered jointly by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. In the Department of Statistical Sciences and Operations Research, students pursuing the Bachelor of Science in Mathematical Sciences can choose a concentration of operations research, which focuses on modern mathematical techniques for solving problems arising from other fields, such as engineering, business or economics.

### Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in operations research

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Apply theories of mathematical programming
- Perform stochastic models and decision analysis
- Obtain, analyze and interpret data
- Use commonly used operations research software
- Identify and apply operations research models
- Develop understanding of mathematics
- Communicate technical information orally and in writing

#### General Education requirements (32–46 credits)

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<td>3–4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3–4</td>
</tr>
</tbody>
</table>

**Approved social/behavioral sciences**

**Additional College of Humanities and Sciences requirements (11-23 credits)**

- HUMS 202 Choices in a Consumer Society                  | 1       |
- Approved H&S diverse and global communities             | 3       |
- Approved H&S general education electives                | 6–8     |
- Approved H&S human, social and political behavior      | 3       |
- Approved H&S literature and civilization               | 6–8     |
- Approved H&S science and technology                     | 3       |
- Experiential fine arts (course offered by the School of the Arts) | 1–3     |
- Foreign language through the 102 level (by course or placement) | 0–8     |

**Collateral requirements (11-15 credits)**

Complete one of the following natural sciences sequences:

- BIOL 151 and 152 Introduction to Biological Science I and II
- CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
- PHYS 201-202 General Physics
- PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above.

**Major requirements (minimum 54-57 credits)**

Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 200-201 Calculus with Analytic Geometry*</td>
<td>8</td>
</tr>
<tr>
<td>MATH 300 Introduction to Mathematical Reasoning*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 307 Multivariate Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MATH/STAT 309 Introduction to Probability Theory*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 310 Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH/OPER 327 Mathematical Modeling*</td>
<td>3</td>
</tr>
<tr>
<td>OPER 427 Deterministic Operations Research*</td>
<td>3</td>
</tr>
<tr>
<td>OPER 428 Stochastic Operations Research*</td>
<td>3</td>
</tr>
<tr>
<td>OPER/STAT 490 Developing Professional Skills in Operations Research and Statistics (capstone)*</td>
<td>3</td>
</tr>
<tr>
<td>STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 503 Introduction to Stochastic Processes*</td>
<td>3</td>
</tr>
<tr>
<td>Advanced mathematical sciences electives (complete one)</td>
<td>3</td>
</tr>
<tr>
<td>MATH 501 Introduction to Abstract Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 507 Bridge to Modern Analysis*</td>
<td>3</td>
</tr>
<tr>
<td>MATH 509 General Topology I*</td>
<td>3</td>
</tr>
<tr>
<td>Computing sequences (complete one sequence)</td>
<td>6–7</td>
</tr>
<tr>
<td>CMSC 245 Introduction to Programming Using C++ and CMSC 246 Advanced Programming Using C++</td>
<td>3</td>
</tr>
<tr>
<td>CMSC 255 Introduction to Programming and CMSC 256 Data Structures and Object Oriented Programming</td>
<td>3</td>
</tr>
<tr>
<td>Operations research concentration electives (three courses from list below)</td>
<td>9–12</td>
</tr>
</tbody>
</table>

**Open electives (2-23 credits)**

Open electives

**Total minimum requirement**

120

**Electives**

For the operations research concentration, three electives must be chosen from the following list:

- CMSC 302 Introduction to Discrete Structures
- CMSC 303 Introduction to the Theory of Computation
- CMSC 391 Topics in Computer Science**
- CMSC 401 Algorithm Analysis with Advanced Data Structures
- INFO 364 Database Systems
### Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in statistics

#### Special requirements
The B.S. in Mathematical Sciences requires a minimum of 120 credits with at least 41 of those credits in courses labeled MATH, STAT, OPER or CMSC. Along with the general education requirements of the College of Humanities and Sciences and the undergraduate degree requirements, students are required to take core courses and fulfill specific requirements for the degree. Based on the results of the Mathematics Placement Test, students may be required to take MATH 151 Precalculus Mathematics. No more than one course in mathematics (MATH) at the 100 level can count for the general requirements toward the degree. Credit for 100-level mathematical sciences courses cannot be applied toward the mathematical sciences courses required for the major in mathematical sciences.

With the approval of the department’s undergraduate credentials committee and the adviser, students can design their own plan of study, which also will result in Mathematical Sciences, Bachelor of Science degree. This student-planned curriculum must contain at least 24 credits in upper-level (300 to 500) mathematical sciences courses.

#### Double major
Students who meet the requirements for two of the concentrations within the mathematical sciences curriculum can receive a double major. To initiate a double major, students must obtain the appropriate form from the Office of Records and Registration.

#### Second baccalaureate degree
For students possessing a bachelor’s degree and wishing to gain undergraduate preparation in an area of mathematical sciences, second baccalaureate degrees are offered through the department. For detailed information about these programs, refer to the “Academic regulations and general degree requirement” section of this bulletin.

The curriculum in mathematical sciences promotes understanding of the mathematical sciences and their structures, uses and relationships to other disciplines. To this end, the scholarly growth of the faculty and students in the mathematical sciences is nurtured through study, research and a high standard of teaching. The curriculum provides a sound foundation for the student seeking to enter a career with a technological orientation or for the student who wishes to pursue graduate study in applied mathematics, biomathematics, mathematics, operations research, statistics, teaching mathematics in secondary schools or related fields.

A Bachelor of Science is offered jointly by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. In the Department of Statistical Sciences and Operations Research, students pursuing the Bachelor of Science in Mathematical Sciences can choose a concentration of statistics, which teaches students how mathematical models used in the investigation of uncertain phenomena are developed and applied to experimental and nonexperimental data.

### Degree requirements for Mathematical Sciences, Bachelor of Science (B.S.) with a concentration in statistics

#### Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Understand basic statistical concepts and terms
- Perform data collection
- Analyze data
- Use statistical software packages
- Understand probability and inference
- Understand calculus and linear algebra
- Communicate results in writings and orally
- Use general linear model

#### General Education requirements (32-46 credits)

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<td>3-4</td>
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<tr>
<td>Approved social/ behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Additional College of Humanities and Sciences requirements (11-23 credits)

| Approved H&S diverse and global communities | 3 |
| Approved H&S general education electives | 6-8 |
| Approved H&S human, social and political behavior (fulfills University Core social/ behavioral sciences) | |
| Approved H&S literature and civilization (fulfills University Core humanities/ fine arts) | |
| Approved H&S science and technology (fulfills University Core natural/ physical sciences) | |

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MATH 301 Differential Equations  
MATH 305 Elementary Number Theory  
MATH/BINFO/BIOL 380 Introduction to Mathematical Biology  
MATH 391 Topics in Mathematics**  
MATH 407 Advanced Calculus  
MATH 501 Introduction to Abstract Algebra  
MATH 507 Bridge to Modern Analysis  
MATH 508 Analysis II  
MATH 509 General Topology I  
MATH 510 General Topology II  
MATH 511 Applied Linear Algebra  
MATH 512 Complex Analysis for Applications  
MATH 513 Numerical Analysis I  
MATH 517 Methods of Applied Mathematics  
MATH 518 Methods of Applied Mathematics  
MATH/OPER 520 Game Theory and Linear Programming  
MATH 525 Introduction to Combinatorial Mathematics  
MATH 532 Ordinary Differential Equations I  
MATH 533 Partial Differential Equations I  
MATH 534 Applied Discrete Dynamical Systems  
OPER 591 Topics in Operations Research**  
STAT 314 Applications of Statistics  
STAT 321 Introduction to Statistical Computing  
STAT 391 Topics in Statistics**  
STAT 404 Introduction to Statistical Inference  
STAT 421 Computational Issues in Statistical Science  
STAT 422 Structured Problem Solving Using Statistics  
STAT 435 Industrial Statistics  
STAT 445 Analyses of Dependent Data  
STAT/BIOS 513 Mathematical Statistics I  
STAT/BIOS 514 Mathematical Statistics II  
STAT/BIOS 523 Nonparametric Statistical Methods  
STAT 541 Applied Statistics for Engineers and Scientists  
STAT/BIOS 544 Statistical Methods II  
STAT 546 Linear Models  
STAT 591 Topics in Statistics**  
** Special topics courses require prior approval from the department chair or the student’s adviser.

Note: Students may not choose both STAT 314 and STAT 541.
Experiential arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (11-15 credits)
Complete one of the following natural sciences sequences: 8-10
- BIOL 151 and 152 Introduction to Biological Science I and II
- BIOZ 151 and 152 Introduction to Biological Science Laboratory I and II
- CHEM 101-102 General Chemistry and CHEZ 101-102 General Chemistry Laboratory
- PHYS 201-202 General Physics
- PHYS 207 and 208 University Physics I and II

Complete another course in the natural sciences that is not from the general education science and technology list. This course must be in a science different from the sequence chosen above. 3-5

Major requirements (52 credits)
Note: A minimum grade of C is required in courses/credits marked with an asterisk (*).

MATH 200-201 Calculus with Analytic Geometry* 8
MATH 300 Introduction to Mathematical Reasoning* 3
MATH 307 Multivariate Calculus 4
MATH/STAT 309 Introduction to Probability Theory*/td>
MATH 310 Linear Algebra 3
STAT 212 Concepts of Statistics (fulfills University Core quantitative literacy) 3
STAT 314 Applications of Statistics* 4
STAT 404 Introduction to Statistical Inference* 3
STAT 435 Industrial Statistics* 3
STAT 445 Analyses of Dependent Data* 3
STAT/OPER 490 Developing Professional Skills in Operations Research and Statistics (capstone)* 3
STAT 503 Introduction to Stochastic Processes* 3
STAT/BIOS 544 Statistical Methods II* 3
Computing course (complete one) 3-4
- CMSC 245 Introduction to Programming using C++
- CMSC 255 Introduction to Programming
- STAT 321 Introduction to Statistical Computing

Statistics concentration electives to complete major requirements (listed below) 5-6

Open electives (7-25 credits)
Open electives 7-25

Total minimum requirement 120

Electives
For the statistics concentration, two electives must be chosen from the following list:
INFO 364 Database Systems
MATH 301 Differential Equations
MATH 305 Elementary Number Theory
MATH/OPER 327 Mathematical Modeling
MATH 391 Topics in Mathematics
MATH 407 Advanced Calculus
MATH 501 Introduction to Abstract Algebra
MATH 507 Bridge to Modern Analysis
MATH 508 Analysis II
MATH 509 General Topology I
MATH 510 General Topology II
MATH 511 Applied Linear Algebra
MATH 512 Complex Analysis for Applications
MATH 515 Numerical Analysis I
MATH/OPER 520 Game Theory and Linear Programming
MATH 525 Introduction to Combinatorial Mathematics
MATH 532 Ordinary Differential Equations I
MATH 533 Partial Differential Equations I
MATH 534 Applied Discrete Dynamical Systems
OPER 427 Deterministic Operations Research
OPER 428 Stochastic Operations Research
OPER 591 Topics in Operations Research

STAT 321 Introduction to Statistical Computing
STAT 391 Topics in Statistics†
STAT 421 Computational Issues in Statistical Science
STAT 422 Structured Problem Solving Using Statistics
STAT/BIOS 513 Mathematical Statistics I
STAT/BIOS 514 Mathematical Statistics II
STAT/BIOS 523 Nonparametric Statistical Methods
STAT 546 Linear Models
STAT 591 Topics in Statistics

Note: Special topics courses require prior approval from the department chair or the student’s adviser.

Click here to download a sample outline.

Statistics, minor in

A minor in statistics consists of at least 18 credits offered by the Department of Mathematics and Applied Mathematics and the Department of Statistical Sciences and Operations Research. These credits include a minimum of three credits of calculus and nine upper-level credits in statistics courses. It is strongly recommended, though not required, that students with a minor in statistics take MATH 211 Mathematical Structures and STAT 212 Concepts of Statistics. The required credits may not be fulfilled with any of STAT 208, 210, 312 or any 100-level course.

A minimum GPA of 2.0 must be achieved in the minor.

Mathematical sciences majors cannot minor in statistics.

Bachelor of Interdisciplinary Studies Program

The Bachelor of Interdisciplinary Studies provides opportunities for students to combine disciplines in unique ways. Students can apply for a nontraditional, individualized and interdisciplinary course of study by designing their own curriculum. (For a detailed description of the individualized interdisciplinary studies program offered through the University College, see the program page in this bulletin.) Students also may apply for a prescribed interdisciplinary specialization: the liberal studies for early and elementary education major that coordinates with the Extended Teacher Preparation Program administered jointly by the College of Humanities and Sciences and the School of Education. The program descriptions and curriculum outlines may be accessed through the program search feature or by following the links above.

Interdisciplinary Studies, Bachelor of (B.I.S.) with a liberal studies for early and elementary education major [College of Humanities and Sciences]

Special requirements
To become an elementary school teacher, students are expected to declare the liberal studies for early and elementary education major. The major is the College of Humanities and Sciences’ undergraduate part of the five-and-a-half-year Extended Teacher Preparation Program. The LSEE major requires a minimum of 120 credits within a highly structured, pre-professional program that combines with the Master of Teaching in the Extended Teacher Preparation Program in with the School of Education. Successful completion of the LSEE major results in a Bachelor of Interdisciplinary Studies degree, which is awarded simultaneously with the M.T.

The LSEE major is separated into two divisions: foundation level and upper level. Students are first admitted to the foundation level after review of their SAT scores and GPA. Entering freshmen and transfer or change-of-major students are required to have a minimum GPA of 2.5 to be admitted. Advancement to upper-level status requires 60 or more credits (including TEDU 101 Introduction to Teaching and the classes listed as completing the College of Humanities and Sciences general education requirements), a
minimum GPA of 2.8 and a passing score on PRAXIS I or its alternatives. After completing at least 75 credits, LSEE students with upper-level status can apply for admittance to the School of Education’s Extended Teacher Preparation Program. With a minimum GPA of 3.0 in their last 60 credits and appropriate GRE or MAT scores, these LSEE students can apply to the graduate part of the program (M.T.) and continue their professional training.

The B.I.S. with the LSEE major is not designed as a terminal degree and by itself will not fully certify one to teach. Students who have reached senior status (85 credit hours or more) in any other major must graduate with that major and return as post-baccalaureate students to the M.T. program.

The LSEE curriculum is carefully articulated to provide interdisciplinary course work and in-school learning experiences that prepare students to teach at the elementary level (P-6). A number of general education courses are either required or recommended as electives to prepare for the core curriculum of advanced courses in this liberal studies major and the Extended Teacher Preparation Program that follows. Students in this major benefit from belonging to a community of learners.

**Degree requirements for Interdisciplinary Studies, Bachelor of (B.I.S.) with a liberal studies for early and elementary education major**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Proficiency in quantitative literacy: Students will demonstrate proficiency in understanding and explaining the categories of number and operations; algebra; geometry and measurement; and data analysis and probability.
- Proficiency in written and oral communication: Students will effectively communicate ideas in both written and oral formats.
- Proficiency in scientific knowledge: Students will integrate mathematics with life and physical sciences.
- Proficiency in humanities and social sciences: Students will integrate social sciences and apply content knowledge across humanities disciplines.
- Proficiency in experiential learning: Students will synthesize and apply content, theory and pedagogy in experiential learning opportunities, including service-learning, school observations and practicum field placements.
- Proficiency in dispositions: Students will exhibit the professional dispositions for educators valued by the School of Education.
- Proficiency in reflection: Students will be able to engage in reflective practice and critically evaluate their own performance and writing, as well as those of others.

**General Education requirements (32-46 credits)  Credits**

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</table>

**Additional College of Humanities and Sciences requirements (11-23 credits)**

| HUMS 202 Choices in a Consumer Society | 1 |
| Approved H&S diverse and global communities | 3 |
| Approved H&S general education electives | 6-8 |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) | |

| Approved H&S science and technology (fulfills University Core natural/physical sciences) | |
| Experiential fine arts (course offered by the School of the Arts) | 1-3 |
| Foreign language through the 102 level (by course or placement) | 0-8 |

**Major requirements (73-78 credits)**

| Math and statistics (12 credits) | 3 |
| MATH 303 Investigations in Geometry* | |
| MATH 361 Numbers and Operations | |
| MATH 362 Algebra and Functions* | |
| STAT 312 Data Analysis and Statistics for Elementary Education* | |

| Natural sciences (10 credits) | 3 |
| ENVS 301 Introduction to Meteorology, ENVS 310 Introduction to Oceanography, INSC 300 Experiencing Science, INSC 301 Investigatory Mathematics and Science or PHYS/MHIS 307 The Physics of Sound and Music | |
| GEOG 203 Physical Geography and GEOZ 203 Physical Geography Laboratory or GEOG 204 Physical Geography and GEOZ 204 Physical Geography Laboratory | |
| INSC 310 Content of Elementary Science* | |

| Social studies (18 credits) | 3 |
| ECON 203 Introduction to Economics | |
| GEOG 102 Introduction to Human Geography | |
| HIST 101 Survey of European History | |
| POLI 103 U.S. Government** | |
| RELS 108 Human Spirituality**, RELS/INTL 311 Religions of the World or RELS/INTL 312 Religions of the World | |
| SOCS 302 Diverse Families and Children in the United States or SOCY/ANTH/GWS 304 The Family | |

| Cross-cultural communication (1-6 credits) | 1-6 |
| ENGL/LING/GWS 452 Language and Gender, ENGL 454/INTL 454/ANTH 450 Cross-cultural Communication, INTL 101 Human Societies and Globalization**, INTL 493 International Studies Internship, MASC/INTL 151 Global Communications**, POLI/INTL 105 International Relations**, TEDU/FRLG 575 Intercultural Communication or study abroad (approval required) | |

| Education (32 credits) | 3 |
| EDUS 301 Human Development and Learning | |
| HPEX 390 Physical Education for the Elementary Teacher* | |
| TEDU 101 Introduction to Teaching | |
| TEDU 310 Practicum A* – senior capstone (see curriculum outline for corequisites) | |
| TEDU 310 Practicum B* (see curriculum outline for corequisites) | |
| TEDU 410 Classroom Management in Elementary Schools* (see curriculum outline for corequisites) | |
| TEDU 411 Integrating the Arts in Curriculum for Young Children*** or ARTE 301 Art for Elementary Teachers*** | |
| TEDU 414 Curriculum Methods for Early/Elementary Children* (see curriculum outline for corequisites) | |
| TEDU 426 Teaching Reading and Other Language Arts* (see curriculum outline for corequisites) | |
| TEDU/ENGL 386 Children’s Literature* | |
| TEDU/ENGL 389 Teaching Writing Skills* | |

| Open electives (0-15 credits) | |
| Consult with a program adviser regarding the selection of a possible minor or other coherent series of courses. | |

**Total minimum requirement**

| 120 |

* LSEE upper-level status required to take this class
** Satisfies a general education credit
*** LSEE upper-level status required and class satisfies general education credit

**Click here to download a sample outline.**

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**Interdisciplinary Degree Program in Science**

Click here to download a sample outline. **
The interdisciplinary program in science provides students with a broad, yet fundamental, grounding in the sciences. In addition to the spectrum of required mathematics and science courses, students select a concentration from biology, chemistry, health preparation/professional science or physics. The health preparation/professional science concentration is particularly suited for students interested in careers in the health professions.

Students completing this curriculum earn a Bachelor of Science in Science. For information concerning the program and advising, contact the program coordinator. Selected faculty in biology, chemistry, mathematical sciences and physics are the academic advisers for this program.

**Science, Bachelor of Science (B.S.) with a concentration in biology**

**Special requirements**

The Bachelor of Science in Science requires a minimum of 120 credits. Along with the general education requirements of the undergraduate programs and the College of Humanities and Sciences for a Bachelor of Science degree, this curriculum requires 28 to 30 credits in foundation science and mathematics courses and 36 to 38 credits in supplemental courses in the concentration. In preparation for the required mathematical sciences courses, all students must take the Mathematics Placement Test. Science majors are strongly encouraged to select a minor in an area different from their area of concentration that will complement their career interests and contribute additional upper-level credits to their curriculum.

**Grade requirements**

A minimum grade of C is required in each prerequisite course: CHEM 100 (if required through placement test), CHEM 101, CHEM 102, CHEM 301 and CHEM 302. A minimum grade of C is required in BIOL 151 and 152, BIOZ 151 and 152, and BIOL 218 before enrollment in advanced BIOL courses.

**Degree requirements for Science, Bachelor of Science (B.S.) with a concentration in biology**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Demonstrate broad and core science proficiency
- Demonstrate competency in at least two sciences or in a non-science area
- Apply learning to selection and pursuit of professional or graduate career objective
- Demonstrate proficiency in communication of scientific or research findings
- Demonstrate ability to apply the scientific method/approach to professional problems
- Demonstrate appreciation of the interrelation of core sciences to interdisciplinary problems

**General Education requirements (32-46 credits)**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td></td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Approved quantitative literacy** 3-4

**Approved social/behavioral sciences** 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

| HUMS 202 Choices in a Consumer Society                    | 1       |
| Approved H&S diverse and global communities               | 3       |
| Approved H&S general education electives                  | 6-8     |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) |         |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) |         |
| Approved H&S science and technology (fulfills University Core natural/physical sciences) |         |
| Experiential fine arts (course offered by the School of the Arts) | 1-3     |
| Foreign language through the 102 level (by course or placement) | 0-8     |

**Major requirements (64-68 credits)**

**Foundational courses (28-30 credits)**

| BIOL 151 and BIOZ 151 Introduction to Biological Science I and Laboratory | 4       |
| CHEM and CHEZ 101 General Chemistry and Laboratory I                   | 4       |
| ENVS 301 Introduction to Meteorology or upper-level science elective   | 3       |
| ENVS 310 Introduction to Oceanography or upper-level science elective  | 3       |
| MATH 151 Precalculus Mathematics (or placement)                         | 4       |
| MATH 200 Calculus with Analytic Geometry or MGMT 212                   | 3-4     |
| Differential Calculus and Optimization for Business or STAT 314 or higher |         |
| PHYS 201 General Physics or PHYS 207 University Physics I               | 4-5     |
| STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics  | 3       |

**Supplemental courses (36-38 credits)**

| BIOL 152 and BIOZ 152 Introduction to Biological Science II and Laboratory | 4       |
| BIOL 218 Cell Biology                                                     | 3       |
| BIOL and BIOZ 310 Genetics and Laboratory or other upper-level biology laboratory | 4-5     |
| BIOL 317 Ecology                                                         | 3       |
| CHEM and CHEZ 102 General Chemistry and Laboratory II                    | 4       |
| GEOG/ENVS 105 Physical Geology or GEOG 204 Physical Geography            | 3       |
| GEOZ 204 Physical Geography Laboratory                                   | 1       |
| PHYS 202 General Physics or PHYS 208 University Physics II               | 4-5     |
| One upper-level animal and one upper-level plant course, with laboratories | 7       |
| Upper-level biology elective                                             | 3       |

**Open electives (6-24 credits)**

| Open electives                                                          | 6-24    |

**Total minimum requirement** 120

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**Animal and plant courses**

Courses marked with an asterisk (*) include laboratory hours and may be used to satisfy laboratory requirements.

**Animal group**

| BIOL 301 Comparative Vertebrate Anatomy*                                |         |
| BIOL 302 Animal Embryology*                                             |         |
| BIOL 309 Entomology*                                                   |         |
| BIOL 312 Invertebrate Zoology                                           |         |
| BISO 312 Vertebrate Zoology Laboratory                                  |         |
| BIOL 313 Vertebrate Natural History                                    |         |
| BISO 313 Vertebrate Natural History Laboratory                         |         |
| BIOL 391 Topics in Biology (as approved)                               |         |
| BISO 391 Topics in Biology Laboratory (as approved)                   |         |
| BIOL 416 Ornithology                                                   |         |
Science, Bachelor of Science (B.S.) with a concentration in chemistry

Special requirements
The Bachelor of Science in Science requires a minimum of 120 credits. Along with the general education requirements of the undergraduate programs and the College of Humanities and Sciences for a Bachelor of Science degree, this curriculum requires 29 to 30 credits in foundation science and mathematics courses and 33 to 34 credits in supplemental courses in the concentration. In preparation for the required mathematical sciences courses, all students must take the Mathematics Placement Test. Science majors are strongly encouraged to select a minor in an area different from their area of concentration that will complement their career interests and contribute additional upper-level credits to their curriculum.

Grade requirements
A minimum grade of C is required in each prerequisite course: CHEM 100 (if required through placement test), CHEM 101, CHEM 102, CHEM 301 and CHEM 302.
A minimum grade of C is required in BIOL 151 and 152, BIOZ 151 and 152, and BIOL 218 before enrollment in advanced BIOL courses.

Degree requirements for Science, Bachelor of Science (B.S.) with a concentration in chemistry

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate broad and core science proficiency
- Demonstrate competency in at least two sciences or in a non-science area
- Apply learning to selection and pursuit of professional or graduate career objective
- Demonstrate proficiency in communication of scientific or research findings
- Demonstrate ability to apply the scientific method/approach to professional problems
- Demonstrate appreciation of the interrelation of core sciences to interdisciplinary problems

General Education requirements (32-46 credits)  Credits
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/ fine arts 3
Approved natural/ physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/ behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Major requirements (62-64 credits)
Foundational courses (29-30 credits)
BIOL and BIOZ 101 Biological Concepts and Laboratory, BIOL/ENVS 103 Environmental Science, BIOL and BIOZ 151 Introduction to Biological Science I and Laboratory, or BIOL and BIOZ 152 Introduction to Biological Science II and Laboratory CHEM and CHEZ 101 General Chemistry and Laboratory I ENVS 301 Introduction to Meteorology or upper-level science elective ENVS 310 Introduction to Oceanography or upper-level science elective MATH 151 Precalculus Mathematics (or placement) MATH 200 Calculus with Analytic Geometry PHYS 201 General Physics or PHYS 207 University Physics I STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics

Supplemental courses (33-34 credits)
BIOL 152 and BIOZ 152 Introduction to Biological Science II and Laboratory or BIOL and BIOZ 201 Human Biology and Laboratory BIOL 317 Ecology or ENVS/PHYS 315 Energy and the Environment or BIOL 332/ENVS 330 Environmental Pollution CHEM and CHEZ 102 General Chemistry and Laboratory II CHEM 301 and CHEZ 301 Organic Chemistry and Laboratory I CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II CHEM and CHEZ 309 Quantitative Analysis and Laboratory GEOG/ENVS 105 Physical Geology or GEOG 204 Physical Geography GEOZ 204 Physical Geography Laboratory PHYS 202 General Physics or PHYS 208 University Physics II

Open electives (10-26 credits)
Open electives 10-26
Total minimum requirement 120

Click here to download a sample outline.

Science, Bachelor of Science (B.S.) with a concentration in health preparation/professional science

Special requirements
The Bachelor of Science in Science requires a minimum of 120 credits. Along with the general education requirements of the undergraduate programs and the College of Humanities and Sciences for a Bachelor of Science degree, this curriculum requires 27 to 29 credits in foundation science and mathematics courses and 37 to 39 credits in supplemental courses in the concentration. In preparation for the required mathematical sciences courses, all students must take the Mathematics Placement Test. Science majors are strongly encouraged to select a minor in an area different from their area of concentration that will complement their career interests and contribute additional upper-level credits to their curriculum.
Grade requirements
A minimum grade of C is required in each prerequisite course: CHEM 100 (if required through placement test), CHEM 101, CHEM 102, CHEM 301 and CHEM 302.
A minimum grade of C is required in BIOL 151 and 152, BIOZ 151 and 152, and BIOL 218 before enrollment in advanced BIOL courses.

Degree requirements for B.S. in Science (concentration in health preparation/professional science)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate broad and core science proficiency
- Demonstrate competency in at least two sciences or in a non-science area
- Apply learning to selection and pursuit of professional or graduate career objective
- Demonstrate proficiency in communication of scientific or research findings
- Demonstrate ability to apply the scientific method/approach to professional problems
- Demonstrate appreciation of the interrelation of core sciences to interdisciplinary problems

General Education requirements (32-46 credits)  

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3-4
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H & S diverse and global communities 3
Approved H & S general education electives 6-8
Approved H & S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H & S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H & S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Major requirements (62-64 credits)

FOUNDATIONAL COURSES (27-29 credits)
BIOL and BIOZ 101 Biological Concepts and Laboratory, BIOL/ENVS 103 Environmental Science, BIOL and BIOZ 151 Introduction to Biological Science I and Laboratory, or BIOL and BIOZ 152 Introduction to Biological Science II and Laboratory 4
BIOZ 341/ANTH 301 Human Evolution or upper-level science 3
CHEM and CHEZ 101 General Chemistry and Laboratory I or CHEM 110 Chemistry and Society 3-4
INSC 300 Experiencing Science or ENVS/ENGL 368 Nature Writing or upper-level science 3
MATH 151 Precalculus Mathematics (or placement) 4
MATH 200 Calculus with Analytic Geometry, MGMT 212 3-4
Differential Calculus and Optimization for Business or STAT 314 or higher 3-4

PHYS and PHYZ 101 Foundation of Physics and Laboratory, PHYS 107 Wonders of Technology, or PHYS 201 General Physics 4
STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics 3

SUPPLEMENTAL COURSES (37-39 credits)
BIOL 317 Ecology, BIOL 332/ENVS 330 Environmental Pollution, ENVS/PHYS 315 Energy and Environment or upper-level science 3
ENVS 301 Introduction to Meteorology, ENVS/GEOG 401 Meteorology and Climatology or upper-level science 3
ENVS 310 Introduction to Oceanography, ENVS/GEOG 411 Oceanography or upper-level science 3
GEOG/ENVS 105 Physical Geology or GEOG 204 Physical Geography (choose one) and GEOZ 204 Physical Geography Laboratory, or a 200-level science with laboratory 4
PHYS 103 Elementary Astronomy and (one of) PHYZ 103 Elementary Astronomy Laboratory or Introduction to Pre-Health topics course, or a 200-level science with laboratory 3
A second introductory foundation course (with laboratory) in two of the following three areas: biology, chemistry or physics 8-10
Ethics or other health-related science 3
Research, internship, co-op or upper-level service-learning experience 3
Two additional courses at the 200-level or higher in mathematics, science, teaching mathematics and/or science with adviser’s approval [Recommended upper-level courses are CHEM 403, ENVS 335, HUMS 391 (only when topic is science education in urban environment), LFSC/RELS 401; EDUS 300 and/or EDUS 301 may be used if student is preparing for teaching.]

Open electives (6-24 credits)
Open electives 6-24

Total minimum requirement 120

Click here to download a sample outline.

Science, Bachelor of Science (B.S.) with a concentration in physics

Special requirements
The Bachelor of Science in Science requires a minimum of 120 credits.
Along with the general education requirements of the undergraduate programs and the College of Humanities and Sciences for a Bachelor of Science degree, this curriculum requires 27 credits in foundation science and mathematics courses and 34 credits in supplemental courses in the concentration. In preparation for the required mathematical sciences courses, all students must take the Mathematics Placement Test. Science majors are strongly encouraged to select a minor in an area different from their area of concentration that will complement their career interests and contribute additional upper-level credits to their curriculum.

Grade requirements
A minimum grade of C is required in each prerequisite course: CHEM 100 (if required through placement test), CHEM 101, CHEM 102, CHEM 301 and CHEM 302.
A minimum grade of C is required in BIOL 151 and 152, BIOZ 151 and 152, and BIOL 218 before enrollment in advanced BIOL courses.

Degree requirements for Science, Bachelor of Science (B.S.) with a concentration in physics

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate broad and core science proficiency
- Demonstrate competency in at least two sciences or in a non-science area
- Apply learning to selection and pursuit of professional or graduate career objective
- Demonstrate proficiency in communication of scientific or research findings
- Demonstrate ability to apply the scientific method/approach to professional problems
- Demonstrate appreciation of the interrelation of core sciences to interdisciplinary problems
- Demonstrate broad and core science proficiency
- Demonstrate competency in at least two sciences or in a non-science area
- Apply learning to selection and pursuit of professional or graduate career objective
- Demonstrate proficiency in communication of scientific or research findings
- Demonstrate ability to apply the scientific method/approach to professional problems
- Demonstrate appreciation of the interrelation of core sciences to interdisciplinary problems

**General Education requirements (32-46 credits)**

**University Core Education Curriculum (minimum 21 credits)**

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
- Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

**Major requirements (61 credits)**

**Foundational courses (27 credits)**

- BIOL and BIOZ 101 Biological Concepts and Laboratory, BIOL/ENVS 103 Environmental Science, BIOL and BIOZ 151 Introduction to Biological Science I and Laboratory, or BIOL and BIOZ 152 Introduction to Biological Science II and Laboratory 4
- CHEM and CHEZ 101 General Chemistry and Laboratory I 4
- ENVS 301 Introduction to Meteorology or upper-level science elective 3
- ENVS 310 Introduction to Oceanography or upper-level science elective 3
- MATH 151 Precalculus Mathematics (or placement) 4
- MATH 200 Calculus with Analytic Geometry 4
- PHYS 207 University Physics I 5

**Supplemental courses (34 credits)**

- MATH 201 Calculus with Analytic Geometry 4
- MATH 301 Differential Equations 3
- MATH 307 Multivariate Calculus 3
- PHYS 208 University Physics II 5
- PHYS 301 Classical Mechanics I 3
- PHYS 320 and PHYZ 320 Modern Physics and Laboratory 4
- PHYS 450 Senior Physics Laboratory 3
- Complete an additional 9 credits from the following courses: CHEM and CHEZ 102 General Chemistry and Laboratory II, MATH/OPER 327 Mathematical Modeling, PHYS and PHYZ 103 Elementary Astronomy and Laboratory, PHYS/MHIS 307 The Physics of Sound and Music, any course allowable for the B.S. in Physics, or a science elective approved by adviser 9

**Open electives (13-27 credits)**

- Open electives 13-27

**Total minimum requirement 120**

Click here to download a sample outline.

**L. Douglas Wilder School of Government and Public Affairs**

The L. Douglas Wilder School of Government and Public Affairs is a creative, interdisciplinary grouping of programs in the social sciences and professional arenas that provides students with the knowledge, skills and experience necessary for success in public service.

The Wilder School brings together faculty from multiple disciplines that share a common interest in public affairs. The faculty includes individuals with strong research and analytical skills and with substantive expertise in such fields as criminal justice, economics, homeland security, political science, public administration, sociology, urban planning and community development. These faculty members are committed to producing cutting-edge research and public service that can bridge the gap between theory and practice and to providing high quality, innovative and nationally competitive degree programs for our students.

To achieve this mission, the Wilder School actively fosters and promotes a wide range of endeavors, including the establishment of interdisciplinary undergraduate and graduate programs, and develops close ties with other related university programs. The Wilder School is an intellectually exciting place committed to having a genuine impact on public policy and providing an intellectually stimulating education for future public affairs professionals who share in our commitment.

**Administration**

923 West Franklin Street
P.O. Box 842028
Richmond, Virginia 23284-2028
(804) 828-2292
Fax: (804) 827-1275
www.wilder.vcu.edu

Niraj Verma
Professor and Director

Sarah Jane Brubaker
Associate Professor and Associate Director

Franklin Wallace
Associate Director for Operations

John S. Mahoney
Associate Professor and Undergraduate Program Coordinator

Richard Huff
Assistant Professor and Graduate Program Coordinator

**Program offerings**

The school offers a variety of educational opportunities. Students may pursue seven undergraduate programs and an additional eight minors. Graduate programs provide options for full-time students and for practicing professionals interested in enhancing their skills or engaging in graduate-level work on a part-time basis.

Current graduate offerings include nationally recognized master’s programs and 12 graduate-level certificates, as well as a doctoral degree program administered by the Center for Public Policy. Wilder School programs include:

**Baccalaureate degrees**

Bachelor of Science in Criminal Justice
Bachelor of Science in Economics (with the Department of Economics in the School of Business)
Bachelor of Arts in Homeland Security and Emergency Preparedness
Bachelor of Arts in International Studies (with the School of World Studies)
Bachelor of Arts in Political Science
Bachelor of Science in Sociology
Bachelor of Science in Urban and Regional Studies

**Minors**

Criminal justice
Economics
Homeland security and emergency preparedness
Nonprofit management and administration
Political science
Public management
Sociology
Urban and regional studies

Post-baccalaureate graduate certificates
Certificate in Applied Social Research
Certificate in Criminal Justice
Certificate in Gender Violence Intervention
Certificate in Geographic Information Systems
Certificate in Historic Preservation Planning
Certificate in Homeland Security and Emergency Preparedness
Certificate in Nonprofit Management
Certificate in Planning Information Systems
Certificate in Public Management
Certificate in Public Safety
Certificate in Transportation Planning and Analysis
Certificate in Urban Revitalization

Master’s degrees
Master of Arts in Homeland Security and Emergency Preparedness
Master of Public Administration
Master of Science in Criminal Justice
Master of Science in Sociology
Master of Urban and Regional Planning

Doctoral degree
Ph.D. in Public Policy and Administration (through the Center for Public Policy)

The school also offers two dual degree programs with the University of Richmond’s T.C. Williams Law School. Through these programs students can simultaneously obtain a law degree (J.D.) and either the Master of Public Administration or the Master of Urban and Regional Planning.

Undergraduate information

Virginia Capital Semester

Jen Thompson
Director
923 West Franklin Street
P.O. Box 842028
Richmond, Virginia 23284-2028
(804) 828-2292
Fax: (804) 827-1275

www.vcu.edu/capitalsemester

Virginia Capital Semester offers qualified students from VCU and other universities the opportunity to experience an internship in the state government while continuing their studies on a full-time basis through course work at VCU. Internships are arranged with the legislative and executive branches of Virginia government, and with the advocacy and lobbying organizations associated with the state government. The program is offered in the spring semester and begins the first week of January, corresponding with the calendar of the Virginia General Assembly.

The select group of students participating in the program will assemble weekly in a policy-making seminar, GVPA 423, to hear from key leaders at the Capitol and to compare experiences from their various internship placements. Students will receive three credits for the seminar, and three credits and a $1,000 stipend for GVPA 494, the internship. Both courses are required of all students in the Virginia Capital Semester. Additional related courses taken from the VCU curriculum are recommended. Given the demands of the internship, however, students should not exceed a total of 15 credit hours during the Virginia Capital Semester. The program is designed for full-time students, but if space is available, students who do not wish to take a full course load may be allowed to enroll in the internship and policy-making seminar for six credits.

The program is open to all undergraduate students from accredited colleges and universities, both public and private, including those from colleges and universities in other states. Virginia Capital Semester also is open to graduate students on a case-by-case basis. Acceptance into the program is competitive. Program participants are selected by a committee comprised of faculty members and state officials, with preference given to full-time students who will have advanced sophomore, junior or senior standing at the time of enrollment in the program. Contact information, application procedures and deadlines are available on the Virginia Capital Semester Web site: www.vcu.edu/capitalsemester/

Wilder School Scholars

Chris Saladino
Director

Students in any Wilder School undergraduate major may apply for Wilder School Scholars status upon completion of their freshman year. Students must have a minimum 3.5 cumulative GPA or a 3.75 GPA in their major to be eligible to become Wilder School Scholars. Students must maintain this average in order to continue their Wilder School Scholar status. Transfer students must meet these same requirements after a minimum of one semester of VCU course work.

In order to graduate as Wilder School Scholars, students must:

• Maintain the GPA cited above.
• Complete GVPA 499 Honors Seminar, a three-credit Wilder School Scholars capstone course or an honors thesis through the Wilder School Undergraduate Research Opportunities Program.
• Complete at least 15 additional credits in Wilder School honors courses/variants/modules, with at least three of those credits completed each academic year, and at least three of those credits in an honors course outside the student’s major (but within the Wilder School).
• Attend at least three Wilder School events or seminars per academic year.

The Wilder School offers an array of honors courses each semester. With the exception of GVPA 499, which is limited in enrollment to Wilder School students, these courses are open to students from all majors, since they are offered in conjunctions with the Honors College. Wilder School honors course offerings will include:

• At least once per year, GVPA 499 Honors Seminar. The exact structure and content varies from year to year. The course will focus on a topic of broad interest to all Wilder School students and disciplines (violence, equity, justice, etc.).
• At least two three-credit honors courses each year.
• At least two honors sections of existing courses each year (generally these are sections of large, introductory-level courses).
• At least two honors variants in selected courses each year in which a student may receive honors credit while enrolled in a non-honors course by fulfilling additional requirements, including: more advanced readings; extra meetings with the professor and other honors students enrolled in the course; group projects with other honors variant students; or other activities as deemed appropriate by the instructor. These honors variants are distinguished by a separate section number and a title indicating honors status. Limits may be placed on the number of honors variant students in any single course.
• At least four 1.5-credit honors modules each year.

The Wilder School Scholars program is explicitly linked to the VCU Honors College. Students within the Wilder School may graduate with any one, or all, of three distinct levels of honors: honors in their individual majors (where available), Wilder School Scholar honors and University Honors. Students who graduate as Wilder School Scholars are designated as such at their graduation ceremonies, with a separate certificate, sash and other forms of recognition.

Students who wish to enter the Wilder School Scholars program or who seek additional information should contact the Wilder School Scholars director. Honors courses for each semester are listed in each semester in the Schedule of Classes.

Undergraduate Research Opportunities Program (UROP)

Jason K. Levy, Ph.D.
Director

The Undergraduate Research Opportunities Program cultivates and supports research partnerships between Wilder School undergraduates and faculty. The UROP offers students the chance to work on cutting-edge research, whether they join established research projects or pursue their own ideas. As UROP participants, undergraduates are involved in each phase of standard research
activity: developing research plans, writing proposals, conducting research, analyzing data and presenting research results in oral and written form. UROP projects take place during the academic year, as well as over the summer, and research can be done in any of the Wilder School’s academic programs. Projects can last for an entire semester or may continue for a year or more. For their projects UROP students receive academic credit or pay, or work on a voluntary basis. The UROP experience enables students to become familiar with the faculty, learn about potential majors and investigate areas of interest. UROP participants gain practical skills and knowledge they eventually apply to careers after graduation or as graduate students. Most importantly, they become involved in exciting research.

Essential to all UROP projects are the following:

- Research work worthy of academic credit, regardless of whether or not credit is requested.
- Active communication between the UROP participant and a faculty supervisor, who is responsible for guiding the intellectual course of the student’s work.
- A research proposal: a student-authored statement of purpose that describes the planned research.
- Students completing a UROP experience are strongly encouraged to present their work at the annual Wilder School Student Research Conference (held each spring), through oral presentation, poster or video.
- Students may enroll in GVPA 495 Directed Study, a three-credit course, which can be counted one time toward any of the Wilder School’s undergraduate majors. (Students can take a total of six GVPA 495 credits during their undergraduate careers, but only three of those credits can count toward their major fields. Any additional GVPA 495 credits will count as upper-level electives.)
- Each semester/year, the Wilder School will provide several grants of up to $400 each to support UROP projects.

Eligibility and procedures

Students in any undergraduate major in the Wilder School who have a 3.25 or higher cumulative overall GPA, or a 3.5 GPA in their major, are eligible to participate in the UROP. Students also must have completed the UNIV 200 and research methods courses, with a minimum grade of “B” in each course in order to be eligible to participate in the program. As a rule, freshmen are not eligible for the program, and it is strongly recommended that sophomores wait until their junior or senior year to apply for a UROP experience. Each year, however, a small number of incoming freshmen with outstanding potential may be identified as eligible for early participation in the UROP; the GPA requirement and course prerequisites are waived for these freshmen participants.

Students wishing to enter the UROP or seeking additional information should contact the Wilder School UROP director.

### Wilder School courses

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

The L. Douglas Wilder School of Government and Public Affairs offers courses in the following areas:

- Use this link to see criminal justice (CRJS) courses.
- Use this link to see government and public affairs (GVPA) courses.
- Use this link to see homeland security and emergency preparedness (HSEP) courses.
- Use this link to see political science (POLI) courses.
- Use this link to see public administration (PADM) courses.
- Use this link to see public policy and administration (PPAD) courses.
- Use this link to see sociology (SOCY) courses.
- Use this link to see urban studies and planning (URSP) courses.

### Criminal Justice, Bachelor of Science (B.S.) with a concentration in forensic crime scene investigation

#### Special requirements

The Bachelor of Science in Criminal Justice requires a minimum of 120 credits, including 39 credits in criminal justice courses. No more than half of the criminal justice courses applied to the major can be transferred from another college. Students must earn a total of 45 credits in classes at the 300-level and above, including upper-level criminal justice course work. To graduate from the criminal justice program, students must have a cumulative and major GPA of 2.0. The criminal justice curriculum includes the core and concentration requirements.

The major objective of this degree program is to prepare students for effective professional careers in criminal justice, forensic crime scene investigation, public service and other helping professions, and/or prepare them to pursue studies in law and other related graduate programs. Career opportunities are available in federal, state, local and private justice-related endeavors. These careers include law enforcement, crime scene investigation, juvenile justice, corrections and the courts.

This program also prepares students to enter law school or to pursue graduate studies in criminal justice or in several of the human services fields, usually related to justice. This program offers and encourages in-service justice employees and others to enhance their professional career development through higher education.

Students majoring in criminal justice receive a broad educational background, professionally oriented courses in their special area of interest and various skill courses designed to enhance their career opportunities. Through core courses and electives in the major, students have the opportunity to orient their course work to fit their educational objectives and career plans.

It is essential that students seek and follow the advice of an adviser in the progression of the core courses, the selection of criminal justice electives and in the identification of complementary courses in other disciplines that can benefit the student and assist in the accomplishment of career goals. Whether the student is interested in general criminal justice, policing, crime scene investigation, legal studies, juvenile justice or corrections, faculty and advisers can assist in identifying the appropriate curriculum.

This concentration is offered for those students who are interested in careers in crime scene investigation at the local, state or federal levels.

### Degree requirements for Criminal Justice, Bachelor of Science (B.S.) with a concentration in forensic crime scene investigation

#### Upon completing this program, students will know and know how to do the following:

- Identify concepts and issues that are relevant and/or appropriate (research/content).
- Demonstrate logical connections in concepts, facts and information identified in the literature.
- Gather and synthesize knowledge pertaining to a criminal justice or criminological issue.

#### General Education requirements (32-46 credits)

<table>
<thead>
<tr>
<th>Requirement</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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It is essential that students seek and follow the advice of an adviser in the progression of the core courses, the selection of criminal justice electives and in the identification of complementary courses in other disciplines that can benefit the student and assist in the accomplishment of career goals. Whether the student is interested in general criminal justice, policing, crime scene investigation, legal studies, juvenile justice or corrections, faculty and advisers can assist in identifying the appropriate curriculum.

The justice concentration is offered for those students who are interested in a broad theoretical and practical education in the field of criminal justice.

## Degree requirements for Criminal Justice, Bachelor of Science (B.S.) with a concentration in justice

**Upon completing this program, students will know and know how to do the following:**

- Identify concepts and issues that are relevant and/or appropriate (research/content).
- Demonstrate logical connections in concepts, facts and information identified in the literature.
- Gather and synthesize knowledge pertaining to a criminal justice or criminological issue.

**General Education requirements (32-46 credits)**

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**Additional College of Humanities and Sciences requirements (11-23 credits)**

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</tr>
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</tr>
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**Criminal Justice, Bachelor of Science (B.S.) with a concentration in justice**

**Special requirements**

The Bachelor of Science in Criminal Justice requires a minimum of 120 credits, including 39 credits in criminal justice courses. No more than half of the criminal justice courses applied to the major can be transferred from another college. Students must earn a total of 45 credits in classes at the 300-level and above, including upper-level criminal justice course work. To graduate from the criminal justice program, students must have a cumulative and major GPA of 2.0. The criminal justice curriculum includes the core and concentration requirements.

The major objective of this degree program is to prepare students for effective professional careers in criminal justice, forensic crime scene investigation, public service and other helping professions, and/or prepare them to pursue studies in law and other related graduate programs. Career opportunities are available in federal, state, local and private justice-related endeavors. These careers include law enforcement, crime scene investigation, juvenile justice, corrections and the courts.

This program also prepares students to enter law school or to pursue graduate studies in criminal justice or in several of the human services fields, usually related to justice. This program offers and encourages in-service justice employees and others to enhance their professional career development through higher education.
In selecting approved electives to meet the general requirements of the College of Humanities and Sciences, students should select courses related to the economics major — specifically, courses in accounting, mathematics and statistics, philosophy, history, political science, sociology, anthropology and finance. Students should focus their electives on one or two of these subjects.

### Degree requirements for Economics, Bachelor of Science (B.S.)

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Understand basic principles of economics
- Develop analytical and critical-thinking skills
- Develop oral and written communication skills
- Develop ability to obtain and interpret economic data

#### General Education requirements (32-46 credits)

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#### Additional College of Humanities and Sciences requirements (11-23 credits)

- HUMS 202 Choices in a Consumer Society: 1 credit
- Approved H&S diverse and global communities: 3 credits
- Approved H&S general education electives: 6-8 credits
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences): 3-4 credits
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts): 3-4 credits
- Approved H&S science and technology (fulfills University Core natural/physical sciences): 3-4 credits
- Experiential fine arts (course offered by the School of the Arts): 1-3 credits
- Foreign language through the 102 level (by course or placement): 0-8 credits

#### Collateral requirements (3 credits)

- MATH 141 Algebra with Applications (fulfills quantitative literacy): 3 credits
- STAT 210 Basic Practice of Statistics (or a higher level statistics course): 3 credits

#### Major requirements (33 credits)

- ECON 210, 211 Principles of Economics: 6 credits
- ECON 301 Microeconomic Theory: 3 credits
- ECON 302 Macroeconomic Theory: 3 credits
- ECON 307 Money and Banking: 3 credits
- ECON 431 Labor Economics (capstone): 3 credits
- ECON electives (300- or 400-level): 15 credits

#### Open electives (38-52 credits)

- Open electives: 38-52 credits

#### Total minimum requirement

- Total minimum requirement: 120 credits

Click here to download a sample outline.

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### Economics, Bachelor of Science (B.S.) [College of Humanities and Sciences]

**Special requirements**

The curriculum for a Bachelor of Science in Economics requires a minimum of 120 credits, with at least 33 of those credits in the major.

Students must complete MATH 141 Algebra with Applications or a higher level mathematics course and three credits in STAT 210 Basic Practice of Statistics or a higher level statistics class. Juniors, seniors and graduate students who have completed baccalaureate degrees are eligible for enrollment in most upper-level (300- or 400-level) economics and business courses.

Economics is the science of human choice, the study of how scarce resources are allocated among competing uses to satisfy human wants. Since many choices analyzed are made by or affect business decision-makers, economics is a unique blend of liberal arts and business. Therefore, the Department of Economics offers a Bachelor of Science in Economics conferred by the College of Humanities and Sciences with a core of liberal arts courses. The department also offers a Bachelor of Science in Economics conferred by the School of Business with a core of business courses.

Economics teaches students how to analyze data and information and how to think strategically about business decision-making. Because of their broad analytical, quantitative and decision-making skills, students who major in economics are sought for a wide array of positions in management and sales. For example, firms hire economics majors as bank examiners, consultants, financial advisers, managers and sales personnel. Economics is excellent preparation for almost any job with the word “analyst” in its title — such as business, credit, economic, financial, market research or risk analyst. A degree in economics also is excellent preparation for entrepreneurship or for graduate studies in business, law or medicine.

Economics majors are strongly encouraged to take additional courses in statistics and mathematics, especially if they intend to pursue either careers as practicing economists or graduate study in economics or business. Recommended mathematics courses include one or more of the following courses: MATH 151 Precalculus Mathematics, MATH 200 Calculus with Analytical Geometry, MGMT 171 Mathematical Applications for Business or MGMT 212 Differential Calculus and Optimization for Business. Recommended statistics courses include one or more of the following courses: ECON 501 Introduction to Econometrics, MGMT 302 Business Statistics II or STAT 314 Applications of Statistics. Students should consult with their advisers to determine which of these courses fit their particular interests and backgrounds.

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### Criminal justice, minor in

The criminal justice minor is offered for those students who are interested in a theoretical and practical education in the field of criminal justice. A minor in criminal justice requires a minimum of 18 credits. To complete the minor, students must complete each of the following courses:

- CRJS 181 Introduction to Criminal Justice
- CRJS 253 Introduction to Corrections
- CRJS 254 Introduction to Policing
- CRJS 355 Criminological Theory
- CRJS 475 Criminal Procedure
- One additional 300- or 400-level criminal justice elective

Please note that CRJS 181 is a prerequisite for all required minor courses and that CRJS 492 and GVPA 493 are not available to those minoring in criminal justice.

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### Economics, minor in

This minor, offered through the College of Humanities and Sciences, requires at least 18 credits in economics, including ECON 210-211 Principles of Economics and one or more courses from ECON 301 Microeconomic Theory, ECON 302 Macroeconomic Theory or ECON 303 Managerial Economics. The remaining
courses to fill this requirement must be chosen from upper-level (300-400) economics courses.

Homeland Security and Emergency Preparedness, Bachelor of Arts (B.A.)

Special requirements
Students must earn a total of 45 credits in classes at the 300-level and above, including upper-level criminal justice course work. To graduate from the homeland security and emergency preparedness program, students must have a cumulative and major GPA of 2.0. The homeland security and emergency preparedness curriculum includes the core and major elective requirements.

Emergency preparedness has always been a critical aspect of governmental policy at the federal, state and local levels. Response to natural disasters — floods, hurricanes, tornadoes, earthquakes, outbreak of infectious disease — requires predisaster planning, mid-disaster operations and postdisaster reconstruction that can only be carried out successfully through a partnership between all levels of government and between the public sector, private sector and civil society. Since the Sept. 11, 2001 attacks in New York, Virginia and Pennsylvania the concept of emergency preparedness has been expanded to include the task of homeland security — protecting the U.S. from terrorist-caused disasters. Policy planners and operational responders at all levels of government who had previously focused upon natural disasters now have the added responsibility of preparing for and mitigating the effects of politically inspired terrorist violence.

The program in homeland security and emergency preparedness recognizes this dual nature and is designed to give students both theoretical and practical knowledge that will prepare them for the following: 1) private- or public-sector employment in the expanding area of homeland security as it relates specifically to international and domestic security, as well as emergency preparedness for both security and nonsecurity-related incidents and/or 2) further study in government, international affairs, law enforcement, policy planning or law.

Students will study homeland security and emergency preparedness from a number of perspectives: emergency planning/management principles and practicalities; the nature and effects of natural disasters; the nature of the terrorist threat to the U.S. from both foreign and domestic organizations, including terrorist motives, methods and history; counterterrorism policies ranging from law enforcement to intelligence to the use of military force; vulnerability assessment of public and private infrastructure and institutions; critical infrastructure protection; ethical, constitutional, law enforcement and civil liberties issues related to the prevention of terrorist attacks through surveillance, immigration restrictions, and detention; public safety legal questions that arise during governmental responses to natural disaster; intelligence analysis of domestic and international threats; policy-making topics, such as organizational design and management, interagency processes, and intergovernmental coordination and cooperation within counterterrorism and emergency management institutions at the local, state, federal, and international level.

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The knowledge and skills acquired through this course of study will enable students to continue their studies at law school or graduate school in a number of areas: business, criminal justice, geography, international affairs, political science, public administration, sociology and urban planning. Students also will be able to pursue employment opportunities in various fields, such as within the government at the local, state and federal level in homeland security and emergency planning/ response; law enforcement; intelligence; for-profit and nonprofit research and consultancy; and private sector employment with any business that requires emergency planning expertise to protect critical infrastructure.

Degree requirements for Homeland Security and Emergency Preparedness, Bachelor of Arts (B.A.)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Analytical concepts and skills
Students will achieve comprehension of the theory and practice of homeland security and emergency preparedness and be able to analyze policy and synthesize information in four key areas: risk and vulnerability analysis, strategic planning dilemmas of disasters and disaster preparedness, institutional coordination and intelligence operations, and legal/constitutional aspects, specifically:

- Concepts and methodologies for risk and vulnerability assessment of public and private infrastructure and institutions to natural disasters and terrorist attack (HSEP 310)
- Critical infrastructure protection against natural disasters and terrorist attacks (HSEP 310)
- Strategic planning within private and public sector organizations within the context of the new homeland security and emergency preparedness agendas (HSEP 311)
- Government common goods priorities and free rider problems (HSEP 311)
- Business and government continuity measures (HSEP 311)
- Intelligence analysis of domestic and international threats (HSEP 320)
- Policy making topics such as organizational design and management, interagency processes, and intergovernmental coordination and cooperation within counterterrorism and emergency management institutions at the local, state, federal, and international level (HSEP 320)
- Ethical, constitutional, law enforcement, and civil liberties issues related to prevention of terrorist attacks through surveillance, immigration restrictions, and detention (HSEP 330)
- Ethical, constitutional, law enforcement, and civil liberties issues related to arrest and prosecution of terrorist suspects (HSEP 330)
- Public safety legal questions that arise during governmental responses to natural disaster (HSEP 330)

• Homeland security and emergency preparedness
Students will achieve comprehension of the theoretical and practical principles of emergency preparedness for both natural disasters and terrorist incidents and be able to analyze key topics related to natural disasters, emergency planning, terrorism, and counterterrorism, specifically

- Emergency planning/management principles and practicalities for an all-hazard approach to emergency preparedness (HSEP 101, 302)
- The nature and effects of natural disasters — emerging diseases, floods, hurricanes, tornadoes, for example (HSEP 101, 302)
- The nature of the terrorist threat to the United States from both foreign and domestic organizations, including terrorist motives, methods, and history (HSEP 301)
- Counterterrorism policies ranging from law enforcement to intelligence to the use of military force (HSEP 301)

• Research and policy analysis
Students will perform research, policy analysis, and risk assessment using several methodological and theoretical approaches to homeland security and emergency preparedness, specifically:

- Researching topics in homeland security and emergency preparedness (HSEP 301, 302, 310, 311, 320, 330, 490)
- Preparing case studies of emergency incidents and governmental responses (HSEP 302, 310, 311, 320)
- Preparing analyses of legal questions and cases related to homeland security and emergency preparedness (HSEP 330)

• Knowledge of government
Students will demonstrate a basic knowledge of the workings of the American government and the international system, specifically:
The functions of American national institutions, state, and local institutions, international institutions, the behavior of nations states, international political, social, military, and economic trends (POLI 105)

• Oral and written presentation
Students will develop advanced skills in expository writing and oral presentation, specifically:
  ◦ Completion of a large project outlining, evaluating, and illustrating the dilemmas facing emergency management officials in preparation for a role playing simulation (HSEP 490)
  ◦ Writing an executive summary (HSEP 490)
  ◦ Presenting an oral briefing (HSEP 301, 490)

• Role-playing simulation
Students will participate in a role playing simulation and be able to evaluate policy problems they face and develop policy responses, specifically:
  ◦ Preparation for and participation in a role playing simulation of an emergency situation (HSEP 490)

• Evaluation
Students will also be able to evaluate scholarly and practitioner analyses of homeland security and emergency preparedness, specifically:
  ◦ Written and oral evaluation of several books/reports on homeland security and emergency preparedness (HSEP 490)

General Education requirements (32-46 credits)

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Additional College of Humanities and Sciences requirements (11-23 credits)

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Collateral requirements (3-9 credits)

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<td>STAT 210 Basic Practice of Statistics</td>
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<td>Foreign language through the 202 level (by course or placement)</td>
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Major requirements (36 credits)

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<td>POLI 103 U.S. Government (fulfills University Core social/behavioral sciences)</td>
<td>3</td>
</tr>
<tr>
<td>POLI 105 International Relations (fulfills approved diverse and global communities)</td>
<td>3</td>
</tr>
<tr>
<td>HSEP 101 Homeland Security and Emergency Preparedness</td>
<td>3</td>
</tr>
<tr>
<td>HSEP 310 Risk and Vulnerability Assessment</td>
<td>3</td>
</tr>
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<td>HSEP 311 Strategic Planning for Homeland Security and Emergency Preparedness</td>
<td>3</td>
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<tr>
<td>HSEP 490 Senior Seminar</td>
<td>3</td>
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<tr>
<td>HSEP 301/CRJS 367/368 Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HSEP 302/CRJS 368 Emergency Planning and Incident Management</td>
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Homeland security and emergency preparedness, minor in

A minor in homeland security and emergency preparedness consists of 18 credits. Students are required to take the following:

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Students should choose three credits from the following list:
### International Studies, Bachelor of Arts (B.A.)

#### Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

#### Experiential learning and study abroad

**World Passport**
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for **four required categories** of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- **Professional preparation** prepares students for careers, graduate school and lifelong learning.
- **Crossing boundaries** exposes students to international and multicultural interactions and ideas.
- **Community engagement** enhances the undergraduate experience by greater involvement in the community.
- **Experiential learning** provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning opportunities. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit opportunities and study abroad.

**Study abroad**
Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at www.global.vcu.edu/abroad/programs/vcu. VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at www.has.vcu.edu/wild.

### Degree requirements for International Studies, Bachelor of Arts (B.A.)

#### Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

*Upon completing this program, students will know and know how to do the following:*

1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

#### General Education requirements (32-46 credits)

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society                   | 1       |
| Approved H&S diverse and global communities             | 3       |
| Approved H&S general education electives                | 6-8     |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) |         |
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (3-9 credits)
Foreign language through the 300-level (300, 305, 320 or 321) 3-9
World Passport completion 0

Major requirements (31 credits)
INTL 101 Human Societies and Globalization 3
INTL/POLI 105 International Relations 3
INTL/SOCY 330 Global Societies: Trends and Issues 3
INTL/POLI 362 International Organizations and Institutions 3
INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course 0-3
INTL 490 Seminar in International Issues (capstone) 3
INTL 499 Senior Seminar 1
INTL general curriculum electives* 12-15

Open electives (34-54 credits)
Open electives 34-54

Total minimum requirement 120

* To complete the major credit requirements in international studies, students plan course work comprised of a coherent set of courses deepening their knowledge in a particular area. Students must formulate and seek pre-approval of their course plan through the SWS Advising Office. A minimum of 21 credits within the major must be earned through upper-level course work (300- and 400-level).

Click here to download a sample outline.

International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/comparative studies

Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

Experiential learning and study abroad

World Passport
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities.

Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

• Professional preparation prepares students for careers, graduate school and lifelong learning.
• Crossing boundaries exposes students to international and multicultural interactions and ideas.
• Community engagement enhances the undergraduate experience by greater involvement in the community.
• Experiential learning provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

Study abroad
Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at www.global.vcu.edu/abroad/programs/vcu. VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at www.has.vcu.edu/wld.

Degree requirements for International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/comparative studies

Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship
Upon completing this program, students will know and know how to do the following:

1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

General Education requirements (32-46 credits)  Credits

University Core Education Curriculum (minimum 21 credits)

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<tr>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
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</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and local communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/ physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
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</tbody>
</table>

Collateral requirements (3-9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Foreign language through the 300-level (300, 305, 320 or 321)</td>
<td>3-9</td>
</tr>
<tr>
<td>World Passport completion</td>
<td>0</td>
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</tbody>
</table>

Major requirements (31 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 101 Human Societies and Globalization or INTL/ POLI 105 International Relations</td>
<td>3</td>
</tr>
<tr>
<td>INTL/SOCY 330 Global Societies: Trends and Issues</td>
<td>3</td>
</tr>
<tr>
<td>INTL/ POLI 361 Issues in World Politics or INTL/ POLI 362 International Organizations and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course</td>
<td>0-3</td>
</tr>
<tr>
<td>INTL/ANTH 457 Comparative Perspectives on Cultures and Societies</td>
<td>3</td>
</tr>
<tr>
<td>INTL 490 Seminar in International Issues (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>INTL 499 Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Concentration electives (from List N below)</td>
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</tr>
</tbody>
</table>

Open electives (34-54 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open electives</td>
<td>34-54</td>
</tr>
</tbody>
</table>

Total minimum requirement 120

Comparative studies electives (List N)

Students complete the concentration by selecting course work from the following list. Students may earn a maximum of 6 credits within the same discipline to fulfill these requirements. Courses marked “when appropriate” require pre-approval from the School of World Studies Advising Office.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH/INTL 455 Anthropology of Development and Globalization</td>
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</tr>
<tr>
<td>CRJS 463 Comparative Criminal Justice Systems</td>
<td></td>
</tr>
<tr>
<td>INTL/ENGL 211 Contemporary World Literature</td>
<td></td>
</tr>
<tr>
<td>MHIS 120 Introduction to World Musical Styles</td>
<td></td>
</tr>
<tr>
<td>INTL/RELS 311, 312 Religions of the World</td>
<td></td>
</tr>
<tr>
<td>INTL 327/MGMT 329 Introduction to Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>INTL/ECON 329 International Economics</td>
<td></td>
</tr>
<tr>
<td>INTL 340/ GEOG 340/URSP 340 World Cities Outside of North America</td>
<td></td>
</tr>
<tr>
<td>INTL 341/RELS 340 Global Ethics and the World's Religions</td>
<td></td>
</tr>
<tr>
<td>INTL 345/FRLG 345/URSP 350 Great Cities of the World</td>
<td></td>
</tr>
<tr>
<td>INTL/ POLI 358 Concepts of Comparative Government</td>
<td></td>
</tr>
<tr>
<td>INTL/ POLI 361 Issues in World Politics</td>
<td></td>
</tr>
<tr>
<td>INTL/ POLI 362 International Organizations and Institutions</td>
<td></td>
</tr>
<tr>
<td>INTL/FIRE 413 Comparative Financial Systems</td>
<td></td>
</tr>
<tr>
<td>INTL/FIRE 416 International Financial Management</td>
<td></td>
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<tr>
<td>INTL/ POLI 468 Seminar on Comparative Foreign Policy</td>
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<tr>
<td>INTL 320/ MKTG 320 International Marketing</td>
<td></td>
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<tr>
<td>INTL 490 Seminar in International Issues (when appropriate)</td>
<td></td>
</tr>
<tr>
<td>INTL 491 Topics in International Issues (when appropriate)</td>
<td></td>
</tr>
<tr>
<td>INTL 492 Independent Study or one elective ISP course</td>
<td></td>
</tr>
<tr>
<td>INTL 500/SOCY 515 Globalization and Transformation: Concepts and Realities</td>
<td></td>
</tr>
<tr>
<td>WRLD 391 Topics in World Cultures and Languages (when appropriate)</td>
<td></td>
</tr>
<tr>
<td>WRLD 491 Topics in World Cultures and Languages (when appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

Click here to download a sample outline. 📋

International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/international institutions and globalization

Special requirements

To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

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Experiential learning and study abroad

World Passport

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- Crossing boundaries exposes students to international and multicultural interactions and ideas.
- Community engagement enhances the undergraduate experience by greater involvement in the community.
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Degree requirements for International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/international institutions and globalization

Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

Upon completing this program, students will know and know how to do the following:
1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively

6. Be able to think globally and engage thoughtfully with society

General Education requirements (32-46 credits) Credits

University Core Education Curriculum (minimum 21 credits)

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)

HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)
Approved H&S science and technology (fulfills University Core natural/physical sciences)
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (3-9 credits)

Foreign language through the 300-level (300, 305, 320 or 321) 3-9
World Passport completion 0

Major requirements (31 credits)

INTL 101 Human Societies and Globalization or INTL/POLI 105 International Relations 3
INTL/AFAM/ECON 315 Economic Development 3
INTL/POLI 361 Issues in World Politics 3
INTL/POLI 362 International Institutions and Globalization 3
INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course 0-3
INTL 490 Seminar in International Issues (capstone) 3
INTL 499 Senior Seminar 1
Concentration electives (from List B below) 12-15

Open electives (34-54 credits)

Open electives 34-54

Total minimum requirement 120

International institutions and globalization electives (List B)

Students complete the concentration by selecting course work from the following list. Students may earn a maximum of 6 credits within the same discipline to fulfill these requirements. Courses marked “when appropriate” require pre-approval from the School of World Studies Advising Office.

ANTH/INTL 415 Economic Anthropology
ECON 101/INTL 102 Introduction to Political Economy
ECON/INTL 329 International Economics
FIRE/INTL 413 Comparative Financial Systems
FIRE/INTL 416 International Financial Management
INTL/SOCY 330 Global Societies: Trends and Issues
INTL 391 Topics in International Studies (when appropriate)
INTL 491 Topics in International Studies (when appropriate)
INTL 492 Independent Study (when appropriate)
MGMT 329/INTL 327 Introduction to Intercultural Communication
MGMT/INTL 418 International Management
MGMT/INTL 446 International Human Resource Management
MKTG/INTL 320 International Marketing
POLI/INTL 105 International Relations (when not taken in core)
POLI/INTL 358 Comparative Politics
POLI/INTL 365 International Political Economy
POLI/INTL 452 Seminar in the Politics of Developing Areas
The minor in nonprofit management and administration is designed for students preparing for entry-level employment in nonprofit and non-governmental organizations as managers, fundraisers and program evaluators. The minor emphasizes basic knowledge and skills needed to work in the nonprofit sector in the U.S. and abroad. It also prepares students for graduate study in public administration, law, urban planning and public policy, among others.

Minor requirements

The minor consists of 18 credits. All students must take the following courses:

- POLI 370 Nonprofit Organizations and Society
- POLI 372 Ethics, Law and Governance
- POLI 374 Financial Management for Nonprofits
- POLI 320/SOCY 320 Research Methods in the Social Sciences
- GPA 493 Government and Public Affairs Internship*

Students must take one of the following courses as an elective.

- MGMT 331 Human Resource Management
- MGMT 319 Organizational Behavior
- MASC 323 Public Relations
- SLWK 230 Communication in the Helping Process

*An internship is required if the student meets a 2.5 grade point average in the major requirement. If the GPA requirement is not met, the student must take another 3-credit elective course from the list above.

Nonprofit management and administration, minor in

Political Science, Bachelor of Arts (B.A.) with a concentration in civil and human rights

Special requirements

To graduate with a Bachelor of Arts in Political Science, students must complete 45 upper-level credits (including upper-level course work in the major) and maintain a cumulative and major GPA of 2.0. Students may count a maximum of 6 internship and 3 independent study credits toward the major. Students may also apply 3 credits from courses in other departments toward the major with prior approval from the department chair.

The political science program offers a Bachelor of Arts in Political Science as well as elective courses in political science for program majors and non-majors. The political science curriculum has two central objectives. It offers the student a broad liberal arts education along with a comprehensive understanding of the nature and the functioning of the political process and government. It also provides a sound foundation for graduate study in political science, public administration and nonprofit management, or for careers that require knowledge of governance and the political process, such as law.

Degree requirements for Political Science, Bachelor of Arts (B.A.) with a concentration in civil and human rights

Upon completing this program, students will know and know how to do the following:

1. Assumptions, methods and analytical tools
   Students will demonstrate knowledge of the assumptions, methods and analytical tools of the discipline of political science.

2. Current political and policy issues
   Students will demonstrate knowledge of current political and policy issues.

3. Theory and principles of four subfields
   Students will demonstrate an understanding of basic theory and conceptual principles of political science in the four subfields of American government, political theory, international relations and comparative politics.

4. Advanced understanding of one subfield
   Students will demonstrate an advanced understanding of current theoretical and empirical study in one subfield.

5. Expository and analytic writing
   Students will demonstrate skill in expository and analytic writing in the political science discipline.

General Education requirements (32-46 credits)

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Additional College of Humanities and Sciences requirements (11-23 credits)

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<td>Approved H&amp;S diverse and global communities</td>
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</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
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Collateral requirements (6 credits)

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Major requirements (33 credits)

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</tr>
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<td>Concentration electives (choose four from list below)</td>
<td>12</td>
</tr>
</tbody>
</table>

Open electives (35-49 credits)

Open electives                                      | 35-49   |

Total minimum requirement                           | 120     |

Electives

Civil and human rights concentration electives (choose four):

- POLI/AFAM 302 Politics of the Civil Rights Movement
- POLI 314 U.S. Constitutional Law
- POLI/GSWS 316 Women and the Law
- POLI/AFAM/GSWS 318 Politics of Race, Class and Gender
- POLI/GSWS 319 Women and American Politics
- POLI/AFAM 343 Black Political Thought
- POLI/AFAM 345 African-American Politics
- POLI 366/GSWS 366/INTL 368 Women and Global Politics
Political science electives (choose two from POLI offerings)

Click here to download a sample outline.

Honors in political science
Political science majors can earn honors in political science. Students earn honors status when they complete POLI 490 Senior Seminar with an A grade and graduate with an overall 3.0 GPA and a 3.3 GPA in political science.

Political Science, Bachelor of Arts (B.A.) with a concentration in international relations

Special requirements
To graduate with a Bachelor of Arts in Political Science, students must complete 45 upper-level credits (including upper-level course work in the major) and maintain a cumulative and major GPA of 2.0. Students may count a maximum of 6 internship and 3 independent study credits toward the major. Students may also apply 3 credits from courses in other departments toward the major with prior approval from the department chair.

The political science program offers a Bachelor of Arts in Political Science as well as elective courses in political science for program majors and non-majors. The political science curriculum has two central objectives. It offers the student a broad liberal arts education along with a comprehensive understanding of the nature and the functioning of the political process and government. It also provides a sound foundation for graduate study in political science, public administration and nonprofit management, or for careers that require knowledge of governance and the political process, such as law.

Degree requirements for Political Science, Bachelor of Arts (B.A.) with a concentration in international relations

Upon completing this program, students will know and know how to do the following:

1. Assumptions, methods and analytical tools
   Students will demonstrate knowledge of the assumptions, methods and analytical tools of the discipline of political science.

2. Current political and policy issues
   Students will demonstrate knowledge of current political and policy issues.

3. Theory and principles of four subfields
   Students will demonstrate an understanding of basic theory and conceptual principles of political science in the four subfields of American government, political theory, international relations and comparative politics.

4. Advanced understanding of one subfield
   Students will demonstrate an advanced understanding of current theoretical and empirical study in one subfield.

5. Expository and analytic writing
   Students will demonstrate skill in expository and analytic writing in the political science discipline.

Additional College of Humanities and Sciences requirements (11-23 credits)

HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 6-8
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 1
Approved H&S science and technology (fulfills University Core natural/physical sciences) 1-3
Experiential fine arts (course offered by the School of the Arts) 0-8

Collateral requirements (6 credits)

Foreign language (201-level) 3
Foreign language (202-level) 3

Major requirements (33 credits)

POLI 103 U.S. Government (meets approved H&S human, social and political behavior requirement) 3
POLI/INTL 105 International Relations (meets approved H&S diverse and global communities requirement) 3
POLI 107 Political Theory 3
POLI 109 Comparative Politics 3
POLI 490 Senior Seminar 3
POLI electives 6
Concentration electives (choose four from list below) 12

Open electives (35-49 credits)

Open electives 35-49

Total minimum requirement 120

Electives

International relations concentration electives (choose four):
   POLI/INTL 354 Russian and Post-Soviet Politics
   POLI/INTL 358 Concepts of Comparative Government
   POLI/INTL 361 Issues in World Politics
   POLI/INTL 363 U.S. Foreign Policy
   POLI/INTL 365 International Political Economy
   POLI 366/GSWS 366/INTL 368 Women and Global Politics
   POLI 367/CRJS 367/HSEP 301 Terrorism
   POLI/INTL 452 Seminar in the Politics of Developing Areas
   POLI/INTL 468 Seminar on Comparative Foreign Policy

Political science electives (choose two from POLI offerings)

Click here to download a sample outline.

Honors in political science
Political science majors can earn honors in political science. Students earn honors status when they complete POLI 490 Senior Seminar with an A grade and graduate with an overall 3.0 GPA and a 3.3 GPA in political science.

Political Science, Bachelor of Arts (B.A.) with a concentration in politics and government

Special requirements
To graduate with a Bachelor of Arts in Political Science, students must complete 45 upper-level credits (including upper-level course work in the major) and maintain a cumulative and major GPA of 2.0. Students may count a maximum of 6 internship and 3 independent study credits toward the major. Students may also apply 3 credits from courses in other departments toward the major with prior approval from the department chair.
The political science program offers a Bachelor of Arts in Political Science as well as elective courses in political science for program majors and non-majors.

The political science curriculum has two central objectives. It offers the student a broad liberal arts education along with a comprehensive understanding of the nature and the functioning of the political process and government. It also provides a sound foundation for graduate study in political science, public administration and nonprofit management, or for careers that require knowledge of governance and the political process, such as law.

Degree requirements for Political Science, Bachelor of Arts (B.A.) with a concentration in politics and government

Upon completing this program, students will know and know how to do the following:

1. Assumptions, methods and analytical tools
   Students will demonstrate knowledge of the assumptions, methods and analytical tools of the discipline of political science.

2. Current political and policy issues
   Students will demonstrate knowledge of current political and policy issues.

3. Theory and principles of four subfields
   Students will demonstrate an understanding of basic theory and conceptual principles of political science in the four subfields of American government, political theory, international relations and comparative politics.

4. Advanced understanding of one subfield
   Students will demonstrate an advanced understanding of current theoretical and empirical study in one subfield.

5. Expository and analytic writing
   Students will demonstrate skill in expository and analytic writing in the political science discipline.

General Education requirements (32-46 credits) Credits

University Core Education Curriculum (minimum 21 credits)

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POLI 490 Senior Seminar 3
POLI electives (choose from 300- and 400-level POLI offerings) 18

Open electives (35-49 credits)
Open electives 35-49

Total minimum requirement 120

Click here to download a sample outline.

Honors in political science

Political science majors can earn honors in political science. Students earn honors status when they complete POLI 490 Senior Seminar with an A grade and graduate with an overall 3.0 GPA and a 3.3 GPA in political science.

Political Science, Bachelor of Arts (B.A.) with a concentration in public policy and administration

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Major requirements (33 credits)
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POLI 107 Political Theory 3
POLI 109 Comparative Politics 3
POLI 490 Senior Seminar 3
POLI electives 6
Concentration electives (choose four from list below) 12

Open electives (35-49 credits)
Open electives 35-49

Total minimum requirement 120

Electives
Public policy and administration concentration electives (choose four):
POLI 310 Public Policy
POLI/ENVS 311 Politics of the Environment
POLI 321 City Politics
POLI 322 State and Local Government Politics
POLI 323 Virginia Government and Politics
POLI 329 Intergovernmental Relations
POLI 331 Public Administration
POLI 420 Seminar in Urban Politics
POLI 432 Bureaucratic Politics

Political science electives (choose two from POLI offerings)
Click here to download a sample outline.

Honors in political science
Political science majors can earn honors in political science. Students earn honors status when they complete POLI 490 Senior Seminar with an A grade and graduate with an overall 3.0 GPA and a 3.3 GPA in political science.

Accelerated Bachelor of Arts (B.A.) in Political Science and Master of Public Administration (M.P.A.)

This program permits selected students to earn the B.A. and M.P.A. in a minimum of five years, by taking certain master’s-level courses during the senior year of their undergraduate program. The program is restricted to students with strong credentials and a clear interest in a career in the public or nonprofit sector. To be eligible, a student must have completed 90 credits of course work and have an overall GPA of 3.0, with a GPA of 3.3 in political science courses. The accelerated program is limited to students majoring in political science who have a minimum of nine credit hours in political science courses.

To be considered for acceptance into the program and before enrolling in 600-level Master of Public Administration courses, a student must complete the graduate school application, submit standardized test scores and supply the supporting information required for admission. Upon being accepted into the accelerated program, a student must meet the same standards of performance as a graduate student that are described in detail in the “Satisfactory Progress” section of the Graduate Bulletin. To graduate with a bachelor’s degree, a student must complete 120 hours of course work. Of these credits, 33 must be in political science. Of the 33 political science credits, 15 are required (POLI 103 U.S. Government, POLI/INTL 105 International Relations, POLI 107 Political Theory, POLI 109 Comparative Politics and POLI 490 Senior Seminar). Students enrolled in the accelerated program may take up to six credits of graduate public administration courses in each of the final two semesters of their undergraduate course work. These courses are shared credits with the graduate program, meaning that they will be applied toward the undergraduate degree requirement and the graduate degree requirement. A maximum of 12 credits may be taken prior to the completion of the baccalaureate degree. The Bachelor of Arts degree will be awarded when the student has completed all the requirements for the undergraduate degree, which may include the 12 graduate public administration credits.

The graduate courses that may be taken in the public administration program once a student is admitted to the accelerated program are as follows:

- PADM/GVPA 601 Principles of Public Administration (may be used to meet the undergraduate major distribution requirement for U.S. politics and is a required course in the graduate program)
- PADM 602 Public Administration Theory (may be used to meet the undergraduate major distribution requirement for political theory and methodology, and is a required course in the graduate program)
- PADM 607 Public Human Resource Management (core requirement for the M.P.A.; elective for the undergraduate major)
- PADM 609 Financial Management in Government (core requirement for the M.P.A.; elective for the undergraduate major)
- PADM/GVPA/CRJS/URSP 623 Research Methods for Public Administration (may be used to meet the undergraduate major distribution requirement for political theory and methodology, and is a required course in the graduate program)
- PADM 624 Quantitative Methods for Public Administration (core requirement for the public administration degree; elective for the undergraduate major) or a PADM elective course (elective requirement for the M.P.A. and elective for the undergraduate major)
- PADM 650 Principles of Nonprofit Management (required for the concentration in nonprofit management and is an elective for the M.P.A. degree, and may fulfill an elective requirement in the undergraduate major)

All accelerated program students must have their course schedules approved by the graduate public administration program director prior to registration.

Political science, minor in

A minor in political science consists of 18 credits, including POLI 103 U.S. Government, POLI/INTL 105 International Relations, and at least three upper-level (300-400) credits in each of the four areas of political science (comparative politics, international relations, political theory and methodology, and U.S. politics). See political science adviser for list of courses in each area. POLI 492 Independent Study and GVPA 493 Government and Public Affairs Internship cannot be used to fulfill the 12 upper-level credits.

Public management, minor in
A minor in public management is designed for students who wish to prepare for a variety of employment opportunities in government and related fields. It provides an overview of public affairs at the national, state, and local levels. Its emphasis is on acquainting students with the political context of public administration, issues of particular importance in the private sector, and the complexity of planning and decision-making. By emphasizing both professional skill and analytical thinking, it offers the possibility to develop valuable workplace skills and analytical capabilities that may qualify graduates for professional opportunities with local, state, or federal agencies, and an ultimate career in the public sector. A public management minor also is solid preparation for graduate study in law, public administration, urban planning, public policy and political science. Students in the minor may arrange an internship to provide experience and practical exposure to public management.

**Minor requirements**
The minor consists of 18 upper-level credits. All students must take the following courses:

- POLI 310 Public Policy
- POLI 331 Public Administration
- URSP 322 Urban Finance
- URSP 413 Policy Implementation

In addition, two of the following electives are required:

- GVPA 493 Government and Public Affairs Internship (see adviser)
- POLI 321 City Politics
- POLI 322 State and Local Government and Politics
- POLI 329 Intergovernmental Relations
- URSP 310 Introduction to Urban and Regional Planning
- URSP 541 Urban Public Policy-making Processes

Note: Urban studies and geography students take POLI 321; political science students take URSP 541 or URSP 310.

### Sociology, Bachelor of Science (B.S.)

The Bachelor of Science in Sociology requires a minimum of 120 credits, with at least 30 of those credits in sociology and other approved courses. The baccalaureate curriculum in sociology seeks to ensure that each student develops a solid foundation in the basic principles, theories and techniques of analysis in sociology. It also encourages students to pursue an interdisciplinary approach by incorporating course credit from closely related subject areas in other programs. Since students majoring in sociology vary in their interests and career goals, the curriculum allows for a great deal of flexibility in developing individual courses of study. Students who are interested in pursuing graduate studies in sociology usually will take more than the minimum number of upper-level courses. The program provides opportunities for involvement in faculty research through its course offerings, which include independent study, internships and honors research.

### Degree requirements for Sociology, Bachelor of Science (B.S.)

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Understand sociological theory
- Understand diversity
- Understand inequality
- Understand sociological concepts
- Understand research methodology
- Effective writing skills
- Critical-thinking skills
- Oral communication skills

#### General Education requirements (32-46 credits) Credits

**University Core Education Curriculum (minimum 21 credits)**

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

- HUMS 202 Choices in a Consumer Society 1
- Approved H&S diverse and global communities 3
- Approved H&S general education electives 6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
- Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
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- Experiential fine arts (course offered by the School of the Arts) 1-3
- Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirement (3 credits)**

- STAT 210 Basic Practice of Statistics 3

**Major core requirements (12 credits)**

- SOCY 101 General Sociology 3
- SOCY 320/POLI 320 Research Methods in the Social Sciences 3
- SOCY 402 Sociological Theory 3
- SOCY 406 Sociology Senior Seminar 3

**Sociology electives (18 credits)**

- 300- to 400-level sociology course 9
- 300- to 400-level sociology, anthropology or social science course 6
- 300- to 400-level sociology course or upper-level course from approved sociology elective list below 3

**Open electives (41-55 credits)**

- Open electives 41-55

**Total minimum requirement**

- 120

**Approved sociology electives**

**Anthropology**

- ANTH 301/BIOL 341 Human Evolution (WI)
- ANTH/INTL 305 Comparative Perspectives on Cultures and Societies
- ANTH/INTL 415 Economic Anthropology
- ANTH/RELS/INTL 425 Religion, Magic and Witchcraft (WI)

**Criminal justice**

- CRJS 355 Foundations of Criminal Justice
- CRJS/GSWS 382 Women in the Justice System

**Geography**

- GEOG/URSP 306 Economic Geography (WI)
- GEOG/ANTH 312 History of Human Settlement
- GEOG/INTL/URSP 340 World Cities Outside of North America

**Political science**

- POLI 303 Public Opinion, Polling and the Media
- POLI/AFAM/GSWS 318 Politics of Race, Class and Gender
- POLI/INTL 358 Concepts of Comparative Government
- POLI/INTL 365 International Political Economy (WI)

**Psychology**

- PSYC 310 Industrial Psychology
- PSYC 321 Social Psychology
- PSYC 323 Interpersonal Relations

**Religious studies**

- RELS/INTL 311, 312 Religions of the World
- RELS 334 Religion in Contemporary America
Social science
SOC 303 Marriage and Family Relationships
SOC 340 Human Sexuality
SOC 389 AIDS: Myths and Realities

Urban studies
URSP 304 Urban Social Systems
URSP/GEOG 306 Economic Geography
URSP 315 The Evolution of American Cities
URSP 316 Urban Life in Modern America
URSP/GEOG/INTL 340 World Cities Outside North America
URSP 350/FRLG 345/INTL 345 Great Cities of the World

Click here to download a sample outline.

Accelerated Bachelor of Science (B.S.) and Master of Science (M.S.) in Sociology

The accelerated B.S. and M.S. program allows qualified students, with a major in sociology, to earn both degrees in a minimum of five years by completing approved graduate courses during the senior year of their undergraduate program. The program will provide students with the opportunity to expand and deepen their knowledge of sociology, enhance their credentials for the job market and/or to prepare for further professional education. Students in the program may count up to 12 hours of graduate courses toward both the B.S. and M.S. degrees. Thus, the two degrees may be earned with a minimum of 144 hours instead of the 156 required if the degrees are pursued separately.

The program is restricted to students who have demonstrated a clear interest in sociology. Minimum qualifications for admittance to the program include completion of 90 undergraduate credit hours with an overall GPA of 3.0, and a minimum of nine credit hours in sociology with a GPA of 3.3. Prior to being formally considered for admittance and before enrolling in graduate courses, the student must complete the graduate school application, submit GRE general aptitude scores and supply supporting information required for admission. All persons admitted to the program must meet the graduate student standards of performance, e.g., maintain a 3.0 GPA, and satisfactorily complete all requirements for the degree.

The director of graduate studies will provide guidance of students in this program. Students who are interested in this program should consult with the director of graduate studies or the director of undergraduate studies before they have completed 90 credits. Both directors may be contacted for more information about admission procedures.

Requirements for the Bachelor of Science in Sociology include the completion of a minimum of 120 credits. Students in the accelerated program may take up to six graduate sociology credits in each of the final two semesters of their undergraduate course work. These courses are shared credits with the graduate program, meaning that they will be applied to both undergraduate and graduate degree requirements. A maximum of 12 graduate credits may be taken prior to completion of the baccalaureate degree.

The Bachelor of Science degree will be awarded when the student has completed all requirements for the undergraduate degree, which may include the 12 graduate sociology credits. The graduate sociology courses that may be taken, once a student is admitted to the program, are:

- SOCY 502 Contemporary Sociological Theory (may be used to meet the undergraduate major requirement for SOCY 402 Sociological Theory and is a required course in the graduate program)
- SOCY/STAT 508 Introduction to Social Statistics (recommended and may fulfill elective requirement in the undergraduate major)
- SOCY/STAT 608 Statistics for Social Research (a required course in the graduate program and may fulfill elective requirement in the undergraduate major)
- SOCY 623 Research Methods – Prerequisite SOCY/POLI 320 (a required course in the graduate program and may fulfill elective requirement in the undergraduate major)
- Other SOCY graduate courses, with the approval of the director of graduate studies, may serve as an elective requirement for the M.S. degree and an elective for the undergraduate major.

All accelerated program students must have their schedules approved by the director of graduate studies prior to registration.

Sociology, minor in

A sociology minor consists of 18 credits including SOCY 101 General Sociology and SOCY 402 Sociological Theory. At least 12 credits must be upper-level (300-400) sociology courses. The remaining three credits may be any sociology, social science or anthropology course.

Urban and Regional Studies, Bachelor of Science (B.S.)

Ivan Suen
Associate Professor and Program Coordinator

Special requirements

Proof of competency with Excel software is a prerequisite for URSP/GEOG 306, and GEOG 204 (or permission of instructor) is a prerequisite for URSP/ENVS/GEOG 332.

The Bachelor of Science in Urban and Regional Studies requires 120 credits, including 40 credits within the major. The program is designed so that students may enter as late as their junior year and provides a solid foundation for professional work or advanced study aimed at addressing some of the most important challenges and issues facing the U.S. and other world regions, such as urban sprawl, economic marginalization, ethnic and racial conflict and environmental degradation. The program covers a wide range of topics related to these issues, including transportation, housing, land use, environmental management, regional and international development, human-environment interaction, globalization and socioeconomic change. Students can focus on the subject matter of their interest by choosing to concentrate in either urban planning and policy or regional analysis and development; alternatively they may opt for a generalized course of study. Nine core courses and a lab (28 credits total) are required for all majors. These courses provide fundamental background knowledge in an array of disciplines that form the foundations of urban and regional studies, such as urban planning and design, human and physical geography, economics, environmental management, urban and public policy, and geographic information systems. Students complete their remaining 12 credits within one of the two concentrations or through a generalized course of study.

The program helps develop a theoretical and methodological background as well as analytical skills that can be used to address a wide range of issues and problems. Students acquire marketable skills in qualitative and quantitative analysis, computer usage, problem solving and communication — as well as a broad perspective on environment and society — that are essential for many occupations.

The generalized course of study option is designed for those students who have a broad interest in urban and regional studies. They can tailor this course of study to match not only intellectual interests but anticipated career goals. Students complete the core courses and then select the remaining 12 credits from any of the non-core courses listed below.

Degree requirements for Urban and Regional Studies, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

Multidisciplinary understanding of urban and regional dynamics, and other factors:
Students will develop a multidisciplinary understanding of urban life, including the following aspects: (1) the urbanization process in modern America; (2) urbanization in other cultures and in non-contemporary periods; (3) urban design and the built environment; (4) urban economic geography; (5) urban
demographics and urban sociology; (6) the relationship of the natural environment to urbanization and the built environment; (7) urban politics; (8) urban finance; (9) urban problems and planning as a response; (10) links between urban studies-related disciplines.

**Mastery of general and major-specific skills:**
Students will develop the skills necessary to function as a well-rounded, educated citizen, as well as skills useful in urban analysis, planning and community development careers, specifically: (1) oral communication; (2) written communication; (3) quantitative analysis; (4) library research; (5) cause and effect reasoning; (6) organized presentation of ideas; (7) scientific method; (8) critical and independent thinking; (9) computer proficiency; (10) ability to work in groups; (11) graphic communication; (12) analysis of data in map form; (13) government documents research.

**Ethics and sense of social and personal responsibility:**
Students will develop a strong ethical foundation and a sense of social and personal responsibility, including how to: (1) understand and respect the complex notions of the public good; (2) evince sensitivity to human needs and to working toward a humane and democratic society; (3) recognize and understand ethical dimensions of social conflict, make reasoned judgments to resolve conflicts and be willing to take appropriate action; (4) understand and appreciate diverse cultural perspectives; (5) understand and adhere to ethical standards of professional behavior.

### General Education requirements (32-46 credits)

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### Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society                   | 1       |
| Approved H&S diverse and global communities             | 3       |
| Approved H&S general education electives               | 6-8     |
| Approved H&S human, social and political behavior       |         |
| Approved H&S literature and civilization                |         |
| Approved H&S science and technology                     |         |
| Experiential fine arts (course offered by the School of the Arts) | 1-3     |
| Foreign language through the 102 level (by course or placement) | 0-8     |

### Collateral requirements (3 credits)

| STAT 210 Basic Practice of Statistics                   | 3       |

### Major requirements (40 credits)

| GEOG 102 Introduction to Human Geography                | 3       |
| GEOG 204 Physical Geography                             | 3       |
| GEOZ 204 Physical Geography Laboratory                  | 1       |
| URSP 108 Uncovering Richmond, URSP 116 Introduction to the City or | 3       |
| URSP 120 Urban Issues in Film                           |         |
| URSP 302 Land Use and Infrastructure Planning           | 3       |
| URSP 306 Urban Economic Geography                       | 3       |
| URSP 313 Urban Research and Field Methods in Urban and Regional Studies | 3 |
| URSP/GEOG 332 Environmental Management                  | 3       |
| URSP 360 Community and Regional Analysis and GIS        | 3       |
| URSP 440 Senior Capstone Seminar in Urban and Regional Studies | 3 |
| Urban and regional studies generalized course of study electives | 12     |

### Open electives (31-45 credits)

| Open electives                                          | 31-45   |

### Total minimum requirement

| 120                                                      |         |
The program helps develop a theoretical and methodological background as well as analytical skills that can be used to address a wide range of issues and problems. Students acquire marketable skills in qualitative and quantitative analysis, computer usage, problem solving and communication — as well as a broad perspective on environment and society — that are essential for many occupations.

The concentration in regional analysis and development focuses on the economic, sociopolitical, technological and environmental transformations affecting most nations and regions. In some cases, these have given rise to difficult problems and challenges, such as poverty and economic marginalization, resource scarcity, environmental degradation and ethnic conflict. Such issues are addressed by drawing upon both the natural and social sciences and by utilizing detailed yet holistic analysis of the problems and their root causes. The concentration seeks to engage students in exploring how particular regions can maintain or create favorable economic, social and environmental conditions in light of the rapid transformations that are taking place at multiple scales. Like the discipline of geography to which it is related, the regional analysis and development concentration focuses on the phenomena of place and space and, more specifically, on the biophysical, socioeconomic and cultural characteristics of regions and the relationships among these characteristics. Students examine how and why places and regions differ from one another, how and why they change over time and how societies interact with the natural environment. They also explore the impacts of existing and potential policies and programs on regional socioeconomic and environmental conditions.

**Degree requirements for Urban and Regional Studies, Bachelor of Science (B.S.) with a concentration in regional analysis and development**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

**Multidisciplinary understanding of urban and regional dynamics, and other factors:**

Students will develop a multidisciplinary understanding of urban life, including the following aspects: (1) the urbanization process in modern America; (2) urbanization in other cultures and in non-contemporary periods; (3) urban design and the built environment; (4) urban economic geography; (5) urban demographics and urban sociology; (6) the relationship of the natural environment to urbanization and the built environment; (7) urban politics; (8) urban finance; (9) urban problems and planning as a response; (10) links between urban studies-related disciplines.

**Mastery of general and major-specific skills:**

Students will develop the skills necessary to function as a well-rounded, educated citizen, as well as skills useful in urban analysis, planning and community development careers, specifically: (1) oral communication; (2) written communication; (3) quantitative analysis; (4) library research; (5) cause and effect reasoning; (6) organized presentation of ideas; (7) scientific method; (8) critical and independent thinking; (9) computer proficiency; (10) ability to work in groups; (11) graphic communication; (12) analysis of data in map form; (13) government documents research.

**Ethics and sense of social and personal responsibility:**

Students will develop a strong ethical foundation and a sense of social and personal responsibility, including how to: (1) understand and respect the complex notions of the public good; (2) evince sensitivity to human needs and to working toward a humane and democratic society; (3) recognize and understand ethical dimensions of social conflict, make reasoned judgments to resolve conflicts and be willing to take appropriate action; (4) understand and appreciate diverse cultural perspectives; (5) understand and adhere to ethical standards of professional behavior.

**General Education requirements (32-46 credits)**

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**Approved quantitative literacy** 3-4

**Approved social/behavioral sciences** 3-4

**Additional College of Humanities and Sciences requirements (11-23 credits)**

HUMS 202 Choices in a Consumer Society 1

Approved H&S diverse and global communities 3

Approved H&S general education electives 6-8

Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 6-8

Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 6-8

Approved H&S science and technology (fulfills University Core natural/physical sciences) 6-8

Experiential fine arts (course offered by the School of the Arts) 1-3

Foreign language through the 102 level (by course or placement) 0-8

**Collateral requirements (3 credits)**

STAT 210 Basic Practice of Statistics 3

**Major requirements (40 credits)**

GEOG 102 Introduction to Human Geography 3

GEOG 204 Physical Geography 3

GEOZ 204 Physical Geography Laboratory 1

URSP 108 Uncovering Richmond, URSP 116 Introduction to the City or URSP 120 Urban Issues in Film 3

URSP 302 Land Use and Infrastructure Planning 3

URSP 306 Urban Economic Geography 3

URSP 313 Urban Research and Field Methods in Urban and Regional Studies 3

URSP/GEOG 332 Environmental Management 3

URSP 360 Community and Regional Analysis and GIS 3

URSP 440 Senior Capstone Seminar in Urban and Regional Studies 3

Regional analysis and development concentration electives 12

**Open electives (31-45 credits)**

Open electives 31-45

**Total minimum requirement** 120

**Regional analysis and development concentration electives**

(choose four as directed, a minimum of 12 credits, from the following):

URSP/GEOG 420 Regional Planning and Sustainable Development (required)

One from:

GEOG/INTL 303 World Regions
GEOG/INTL 304 World Regions
GEOG 331 Geography of Latin America and the Caribbean
GEOG/AFAM/INTL 333 Geography of Africa
GEOG/INTL 334 Regional Geography of ____

And two from:

GEOG 203 Physical Geography
GEOZ 203 Physical Geography Laboratory
GEOG/ANTH 312 History of Human Settlement
GEOG/ENVS 335 Environmental Geology
GEOG/ENVS 401 Meteorology and Climatology
GEOG/ENVS 411 Oceanography
URSP 502 Global Economic Change and Geography

Click here to download a sample outline.
The Bachelor of Science in Urban and Regional Studies requires 120 credits, including 40 credits within the major. The program is designed so that students may enter as late as their junior year and provides a solid foundation for professional work or advanced study aimed at addressing some of the most important challenges and issues facing the U.S. and other world regions, such as urban sprawl, economic marginalization, ethnic and racial conflict and environmental degradation. The program covers a wide range of topics related to these issues, including transportation, housing, land use, environmental management, regional and international development, human-environment interaction, globalization and socioeconomic change. Students can focus on the subject matter of their interest by choosing to concentrate in either urban planning and policy or regional analysis and development; alternatively they may opt for a generalized course of study. Nine core courses and a lab (28 credits total) are required for all majors. These courses provide fundamental background knowledge in an array of disciplines that form the foundations of urban and regional studies, such as urban planning and design, human and physical geography, economics, environmental management, urban and public policy, and geographic information systems. Students complete their remaining 12 credits within one of the two concentrations or through a generalized course of study.

The program helps develop a theoretical and methodological background as well as analytical skills that can be used to address a wide range of issues and problems. Students acquire marketable skills in qualitative and quantitative analysis, computer usage, problem solving and communication — as well as a broad perspective on environment and society — that are essential for many occupations.

The concentration in urban planning and policy involves an examination of the evolution of urban areas, urban governments and economies, the relationship between urban activities and the natural environment, land use and the built environment, urban culture and social dynamics, and policies and planning strategies for improving urban socioeconomic and environmental conditions. Students have the opportunity to explore and develop plans and policy strategies aimed at revitalizing communities, preventing urban sprawl, fostering environmental sustainability and alleviating poverty.

### Degree requirements for Urban and Regional Studies, Bachelor of Science (B.S.) with a concentration in urban planning and policy

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- **Multi-disciplinary understanding of urban and regional dynamics, and other factors:** Students will develop a multidisciplinary understanding of urban life, including the following aspects: (1) the urbanization process in modern America; (2) urbanization in other cultures and in non-contemporary periods; (3) urban design and the built environment; (4) urban economic geography; (5) urban demographics and urban sociology; (6) the relationship of the natural environment to urbanization and the built environment; (7) urban politics; (8) urban finance; (9) urban problems and planning as a response; (10) links between urban studies-related disciplines.

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#### Major requirements (40 credits)

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#### Open electives (31-45 credits)

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#### Total minimum requirement

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<td>120</td>
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Urban and regional studies, minor in

The minor in urban and regional studies requires 18 credits. All students must take the following: any 100-level URSP class; GEOG 102 Introduction to Human Geography; and GEOG 204 Physical Geography. An additional nine credits of electives must be selected from any other upper-level (300- or above) URSP or GEOG courses.

Mass communications courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/veucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to mass communications (MASC) courses.

Undergraduate information

Mass Communications Scholars Program

The Mass Communication Scholars Program demands a rigorous course load and a high GPA. It prepares students for professional positions in the communications fields and for competitive post-graduate programs. The program supports the highest standards of excellence in education and is designed to enhance the education achievement of students through a variety of special opportunities, demands and programs.

The Mass Communication Scholars Program is open to undergraduate mass communications majors who have been accepted into the VCU Honors College.

To graduate as Mass Communications Scholars, students must:

- Maintain an overall 3.5 GPA and a 3.5 GPA in the major.
- Maintain good standing in the VCU Honors College.
- Complete 18 credit hours in honors courses or “variants.” At least 15 of these honors credits must be taken in the school. At least three honors credits must be completed each academic year.
- Attend at least four Honors-speakers events or colloquia each academic year for exchange of ideas.
- Complete a capstone, three-credit thesis or project course, MASC 492 Independent Study.
- Complete an approved international component.
- Compile a dossier or portfolio of their work to document their educational career, major, interests and scholarly pursuits. The dossier will include an essay on how the student has become a well-educated individual deserving of Mass Communications Scholars designation.

The School of Mass Communications will offer at least two honors courses or “variants” per year. Variants are courses in which students may receive honors credit while in non-honors courses by meeting additional requirements such as more advanced readings, greater depth in research or project work or additional assignments as deemed appropriate by the instructor (and approved by the Honors College).

The Mass Communications Scholars Program is a departmental honors program linked to the VCU Honors College. Mass communications students will be able to graduate with mass communications honors and with university honors. Mass Communications Scholars will earn a distinctive designation at their graduation ceremony.

Honors courses and courses designated as variants will be listed in the Schedule of Classes for each semester. Students wishing to enter the Mass Communications Scholars Program should contact the program coordinator.

Mass Communications, Bachelor of Science (B.S.) with a concentration in advertising/creative
The School of Mass Communications offers a Bachelor of Science in Mass Communications concentrations in one of three areas: advertising, journalism or public relations. The concentration in advertising prepares students for careers at advertising agencies, marketing departments of corporations or service organizations and media companies.

### Degree requirements for Mass Communications, Bachelor of Science (B.S.) with a concentration in advertising/creative

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the communication professions in which they work.
- Apply basic numerical and statistical concepts.
- Think critically, creatively and independently.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Understand and apply the principles and laws appropriate to the communication professions in which they work, including copyright and trademark law.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Demonstrate an understanding of professional ethical principles and work ethically.
- Understand concepts and apply theories in the use and presentation of images and information.

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<td>ARTH 103 Survey of Western Art (fulfills experiential fine arts requirement)</td>
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<td>ECON 203 Introduction to Economics (completion of both ECON 210 and ECON 211 Principles of Economics satisfies this requirement)</td>
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</tr>
<tr>
<td>HIST 103 and 104 Survey of American History</td>
<td>6</td>
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<tr>
<td>STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics (fulfills University Core quantitative literacy)</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td>3</td>
</tr>
<tr>
<td>Literature course (300-level or above) except ENGL/TEDU 386</td>
<td>3</td>
</tr>
<tr>
<td>Children’s Literature I or ENGL 387 Literature for Adolescents</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Additional requirements (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MASC 101 Mass Communications</td>
<td>3</td>
</tr>
<tr>
<td>MASC 201 Curiousness</td>
<td>3</td>
</tr>
<tr>
<td>MASC 204 Story (or MASC 203 Journalism Writing)</td>
<td>3</td>
</tr>
<tr>
<td>MASC 300 Technical Prowess</td>
<td>3</td>
</tr>
<tr>
<td>MASC 380 History of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>MASC 392 Perspicuousness</td>
<td>3</td>
</tr>
<tr>
<td>MASC 394 Imagination</td>
<td>3</td>
</tr>
<tr>
<td>MASC 409 Truth and Honor</td>
<td>3</td>
</tr>
<tr>
<td>MASC 450 Style</td>
<td>3</td>
</tr>
<tr>
<td>MASC 451 Invention</td>
<td>3</td>
</tr>
<tr>
<td>MASC 481 Completeness</td>
<td>3</td>
</tr>
<tr>
<td>MASC electives</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Open electives (11-25 credits)

Open electives: 11-25

#### Total minimum requirement

**120**

Click here to download a sample outline.

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Mass Communications, Bachelor of Science (B.S.) with a concentration in advertising/strategic
Special requirements

Students must earn at least 72 credits in courses outside mass communications. In addition, students must earn a total of 45 credits in classes at the 300-level and above, including upper-level mass communications course work. To graduate from the mass communications program, students must have a cumulative and major GPA of 2.5 and must earn a minimum grade of C in their senior-level capstone courses (MASC 459 Judgment and MASC 481 Completeness). The mass communications curriculum includes the foundation and specific sequences.

Foundation course work for advertising students

MASC 101; MASC 201; MASC 204 with a minimum grade of C; and completion of UNIV 111, UNIV 112, ECON 203 and the College of Humanities and Sciences’ human, social and political behavior; math and statistics (must choose STAT 208); science and technology; and diverse and global communities requirements. Completion of both ECON 210 and ECON 211 may substitute for ECON 203.

To enroll in MASC 203 or 204, students must receive departmental permission.

Admittance to a concentration in the School of Mass Communications is contingent on meeting the following requirements: an overall minimum GPA of 2.5 in all courses and completion of the required mass communications foundation courses. Transfer students will be evaluated on an individual basis but generally will be required to meet the prerequisites for admission to the major concentration during the second semester they are enrolled at VCU.

Certification of these requirements must accompany a formal petition for admission to a concentration. At this time, the student must select a specialization in one of the school’s concentrations: advertising, journalism or public relations. Students selecting the advertising concentration must choose either the advertising/creative or advertising/strategic concentration.

To enroll in a mass communications course, majors must have earned a minimum grade of C in all courses prerequisite for that course.

The School of Mass Communications offers a Bachelor of Science in Mass Communications with concentrations in one of three areas: advertising, journalism or public relations. The concentration in advertising prepares students for careers at advertising agencies, marketing departments of corporations or service organizations and media companies.

Degree requirements for Mass Communications, Bachelor of Science (B.S.) with a concentration in advertising/strategic

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the communication professions in which they work.
- Apply basic numerical and statistical concepts.
- Think critically, creatively and independently.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Understand and apply the principles and laws appropriate to the communication professions in which they work, including copyright and trademark law.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Demonstrate an understanding of professional ethical principles and work ethically.
- Understand concepts and apply theories in the use and presentation of images and information.

General Education requirements (32-46 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>University Core Education Curriculum (minimum 21 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>UNIV 111 Focused Inquiry I</td>
</tr>
<tr>
<td>3</td>
<td>UNIV 112 Focused Inquiry II</td>
</tr>
<tr>
<td>3</td>
<td>UNIV 200 Writing and Rhetoric</td>
</tr>
<tr>
<td>3-4</td>
<td>Approved humanities/fine arts</td>
</tr>
<tr>
<td>3-4</td>
<td>Approved natural/physical sciences</td>
</tr>
<tr>
<td>3-4</td>
<td>Approved quantitative literacy</td>
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<td>Approved social/behavioral sciences</td>
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</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>HUMS 202 Choices in a Consumer Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Approved H&amp;S diverse and global communities</td>
</tr>
<tr>
<td>3</td>
<td>Approved H&amp;S general education electives</td>
</tr>
<tr>
<td>6-8</td>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
</tr>
<tr>
<td></td>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
</tr>
<tr>
<td></td>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
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<tr>
<td>1-3</td>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
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<tr>
<td>0-8</td>
<td>Foreign language through the 102 level (by course or placement)</td>
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</table>

Collateral requirements (24 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>ACCT 202 Accounting for Non-business Majors</th>
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<tbody>
<tr>
<td>3</td>
<td>ARTH 103 Survey of Western Art (fulfills experiential fine arts requirement)</td>
</tr>
<tr>
<td>3</td>
<td>ECON 203 Introduction to Economics (fulfills experiential fine arts requirement)</td>
</tr>
<tr>
<td>3</td>
<td>ECON 211 Principles of Economics satisfies this requirement</td>
</tr>
<tr>
<td>6</td>
<td>HIST 103 and 104 Survey of American History</td>
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<td>STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics (fulfills University Core quantitative literacy)</td>
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<td>POLI or URSP course (300-level or above)</td>
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<td>Children’s Literature I or ENGL 387 Literature for Adolescents</td>
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Major requirements (39 credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>MASC 101 Mass Communications</th>
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<tbody>
<tr>
<td>3</td>
<td>MASC 201 Curiousness</td>
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<tr>
<td>3</td>
<td>MASC 204 Story (or MASC 203 Journalism Writing)</td>
</tr>
<tr>
<td>3</td>
<td>MASC 380 History of Advertising</td>
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<tr>
<td>3</td>
<td>MASC 398 Awareness</td>
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<td>3</td>
<td>MASC 399 Empathy</td>
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<td>3</td>
<td>MASC 409 Truth and Honor</td>
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<tr>
<td>3</td>
<td>MASC 459 Judgment</td>
</tr>
<tr>
<td>3</td>
<td>MASC 481 Completeness</td>
</tr>
<tr>
<td>3</td>
<td>MASC 493 Fieldwork/Internship</td>
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<tr>
<td>9</td>
<td>MASC electives</td>
</tr>
</tbody>
</table>

Open electives (11-25 credits)

Open electives 11-25

Total minimum requirement

120

Click here to download a sample outline.

Mass Communications, Bachelor of Science (B.S.) with a concentration in journalism/broadcast
The School of Mass Communications offers a Bachelor of Science in Mass Communications with concentrations in one of three areas: advertising, journalism or public relations. The journalism concentration provides students with the skills and practice necessary for careers in the news media.

Degree requirements for Mass Communications, Bachelor of Science (B.S.) with a concentration in journalism/broadcast

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply tools and technologies appropriate for the communication professions in which they work.
- Apply basic numerical and statistical concepts.
- Think critically, creatively and independently.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Understand and apply the principles and laws appropriate to the communication professions in which they work, including copyright and trademark law.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Demonstrate an understanding of professional ethical principles and work ethically.

Special requirements
Students must earn at least 72 credits in courses outside mass communications. In addition, students must earn a total of 45 credits in classes at the 300-level and above, including upper-level mass communications course work. To graduate from the mass communications program, students must have a cumulative and major GPA of 2.5 and must earn a minimum grade of C in their senior-level capstone courses. The mass communications curriculum includes the foundation and specific sequences.

Foundation course work for journalism students
MASC 101; MASC 203 with a minimum grade of C; and completion of UNIV 111, UNIV 112, POLI 103, ECON 203 and the College of Humanities and Sciences’ math and statistics (must choose STAT 208), science and technology and diverse and global communities requirements. Completion of both ECON 210 and ECON 211 may substitute for ECON 203.

To enroll in MASC 203, students must receive departmental permission.

Admittance to a concentration in the School of Mass Communications is contingent on meeting the following requirements: an overall minimum GPA of 2.5 in all courses and completion of the required mass communications foundation courses. Transfer students will be evaluated on an individual basis but generally will be required to meet the prerequisites for admission to the major concentration during the second semester they are enrolled at VCU.

Certification of these requirements must accompany a formal petition for admission to a concentration. At this time, the student must select one of the school's concentrations: advertising, journalism or public relations. Students selecting the journalism concentration must choose either the journalism/broadcast or the journalism/print-online concentration.

To enroll in a mass communications course, majors must have earned a minimum grade of C in all courses prerequisite for that course.

Open electives
Open electives (14-28 credits)

Major requirements (36 credits)
MASC 101 Mass Communications
MASC 203 Journalism Writing
MASC 303 Reporting for Print and Web
MASC 361 History and Development of Journalism
MASC 363 Introduction to Broadcast Writing
MASC 367 Audio and Video Journalism
MASC 408 Communications Ethics and Law
MASC 415 Advanced Video Journalism
MASC 460 Advanced Television Newsgathering
Capstone courses (choose one)
MASC 461 The Documentary
MASC 465 Newscasting
MASC 496 Mobile and Social Media Journalism
MASC 493 Fieldwork/Internship
MASC elective

Open electives (14-28 credits)
Open electives

Total minimum requirement
120

Click here to download a sample outline.
Special requirements

Students must earn at least 72 credits in courses outside mass communications. In addition, students must earn a total of 45 credits in classes at the 300-level and above, including upper-level mass communications course work. To graduate from the mass communications program, students must have a cumulative and major GPA of 2.5 and must earn a minimum grade of C in their senior-level capstone courses. The mass communications curriculum includes the foundation and specific sequences.

Foundation course work for journalism students
MASC 101; MASC 203 with a minimum grade of C; and completion of UNIV 111, UNIV 112, POLI 103, ECON 203 and the College of Humanities and Sciences’ math and statistics (must choose STAT 208), science and technology and diverse and global communities requirements. Completion of both ECON 210 and ECON 211 may substitute for ECON 203.

To enroll in MASC 203, students must receive departmental permission.

Admittance to a concentration in the School of Mass Communications is contingent on meeting the following requirements: an overall minimum GPA of 2.5 in all courses and completion of the required mass communications foundation courses. Transfer students will be evaluated on an individual basis but generally will be required to meet the prerequisites for admission to the major concentration during the second semester they are enrolled at VCU.

Certification of these requirements must accompany a formal petition for admission to a concentration. At this time, the student must select one of the school’s concentrations: advertising, journalism or public relations. Students selecting the journalism concentration must choose either the journalism/broadcast or the journalism/print-online concentration.

To enroll in a mass communications course, majors must have earned a minimum grade of C in all courses prerequisite for that course.

The School of Mass Communications offers a Bachelor of Science in Mass Communications with concentrations in one of three areas: advertising, journalism or public relations. The journalism concentration provides students with the skills and practice necessary for careers in the news media.

Degree requirements for Mass Communications, Bachelor of Science (B.S.) with a concentration in journalism/print-online

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
- Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
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- Think critically, creatively and independently.
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Understand and apply the principles and laws appropriate to the communication professions in which they work, including copyright and trademark law.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Demonstrate an understanding of professional ethical principles and work ethically.

General Education requirements (32-46 credits)

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<tr>
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<tr>
<td>Approved natural/physical sciences</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
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</table>

Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society                    | 1       |
| Approved H&S diverse and global communities                  | 3       |
| Approved H&S general education electives                    | 6-8     |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) |         |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) |         |
| Approved H&S science and technology (fulfills University Core natural/physical sciences) |         |
| Experiential fine arts (course offered by the School of the Arts) | 1-3     |
| Foreign language through the 102 level (by course or placement) | 0-8     |

Collateral requirements (24 credits)

| ECON 203 Introduction to Economics (completion of both ECON 210 and ECON 211 Economic Principles satisfies this requirement) | 3       |
| HIST 103 and HIST 104 Survey of American History           | 6       |
| POLI 103 U.S. Government (fulfills approved human, social and political behavior) | 3       |
| STAT 208 Statistical Thinking or STAT 210 Basic Practice of Statistics (fulfills University Core quantitative literacy) | 3       |
| POLI or URSP course (300-level or above)                   | 3       |
| History course (300-level or above)                        | 3       |
| Literature course (300-level or above) except ENGL/TEDU 386 | 3       |
| Children’s Literature I or ENGL 387 Literature for Adolescents |         |

Major requirements (36 credits)

| MASC 101 Mass Communications                                  | 3       |
| MASC 203 Journalism Writing                                  | 3       |
| MASC 301 Graphics for Journalism                             | 3       |
| MASC 303 Reporting for Print and Web                         | 3       |
| MASC 305 Copy Editing                                        | 3       |
| MASC 361 History and Development of Journalism               | 3       |
| MASC 363 Introduction to Broadcast Writing                   | 3       |
| MASC 367 Audio and Video Journalism                          | 3       |
| MASC 408 Communications Ethics and Law                       | 3       |
| MASC 493 Fieldwork/Internship                                | 3       |
| Capstone courses (choose two)                                | 6       |
| MASC 403 Advanced Reporting                                 |         |
| MASC 404 Specialized Project Reporting                       |         |
| MASC 475 Capital News Service                                |         |
| MASC 496 Mobile and Social Media Journalism                  |         |

Note: These capstone courses may not be taken simultaneously without permission from the instructor.

Open electives (14-28 credits)

| Open electives                                              | 14-28   |

Total minimum requirement

| 120 |

Click here to download a sample outline.
Mass Communications, Bachelor of Science (B.S.) with a concentration in public relations

Special requirements
Students must earn at least 72 credits in courses outside mass communications. In addition, students must earn a total of 45 credits in classes at the 300-level and above, including upper-level mass communications course work. To graduate from the mass communications program, students must have a cumulative and major GPA of 2.5 and must earn a minimum grade of C in their senior-level capstone courses. The mass communications curriculum includes the foundation and specific sequences.

Foundation course work for public relations students
MASC 101; MASC 203 with a minimum grade of C; and completion of UNIV 111, UNIV 112, POLI 103, ECON 203 and the College of Humanities and Sciences’ math and statistics (must choose STAT 208), science and technology and diverse and global communities requirements. Completion of both ECON 210 and ECON 211 may substitute for ECON 203.

To enroll in MASC 203, students must receive departmental permission. Admittance to a concentration in the School of Mass Communications is contingent on meeting the following requirements: an overall minimum GPA of 2.5 in all courses and completion of the required mass communications foundation courses. Transfer students will be evaluated on an individual basis but generally will be required to meet the prerequisites for admission to the major concentration during the second semester they are enrolled at VCU.

Certification of these requirements must accompany a formal petition for admission to a concentration. At this time, the student must select one of the school’s concentrations: advertising, journalism or public relations.

To enroll in a mass communications course, majors must have earned a minimum grade of C in all courses prerequisite for that course.

The School of Mass Communications offers a Bachelor of Science in Mass Communications with concentrations in one of three areas: advertising, journalism or public relations. The public relations concentration is designed to prepare students for employment in industry, government, nonprofit associations and public relations agencies.

Degree requirements for Mass Communications, Bachelor of Science (B.S.) with a concentration in public relations

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve.
• Conduct research and evaluate information by methods appropriate to the communication professions in which they work.
• Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
• Apply tools and technologies appropriate for the communication professions in which they work.
• Apply basic numerical and statistical concepts.
• Think critically, creatively and independently.
• Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
• Understand and apply the principles and laws appropriate to the communication professions in which they work, including copyright and trademark law.
• Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.

• Demonstrate an understanding of professional ethical principles and work ethically.
• Understand concepts and apply theories in the use and presentation of images and information.

General Education requirements (32-46 credits)

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<tr>
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Additional College of Humanities and Sciences requirements (11-23 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
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<tr>
<td>Approved H&amp;S diverse and global communities</td>
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<tr>
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<td>Foreign language through the 102 level (by course or placement)</td>
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Collateral requirements (30 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 202 Accounting for Non-business Majors</td>
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<td>MGMT 319 Organizational Behavior</td>
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<td>MKTG 301 Marketing Principles</td>
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<tr>
<td>POLI 103 U.S. Government (fulfills approved human, social and political behavior)</td>
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Major requirements (34-36 credits)

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<tr>
<th>Course</th>
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</tr>
<tr>
<td>MASC 203 Journalism Writing</td>
<td>3</td>
</tr>
<tr>
<td>MASC 323 Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>MASC 333 Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>MASC 334 Public Relations Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MASC 335 Public Relations Production</td>
<td>3</td>
</tr>
<tr>
<td>MASC 408 Communications Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>MASC 425 Public Relations Research</td>
<td>3</td>
</tr>
<tr>
<td>MASC 439 Public Relations Campaigns (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>MASC 493 Fieldwork/Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>MASC electives (choose 6 credit hours from the following 1-credit courses)</td>
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</tr>
<tr>
<td>MASC 431 Digital Public Relations</td>
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<tr>
<td>MASC 432 Media Relations</td>
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<td>MASC 433 Public Relations and Special Events</td>
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<tr>
<td>MASC 434 Public Relations and Risk Communication</td>
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<td>MASC 435 Public Relations and Crisis Communication</td>
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<td>MASC 436 Public Relations and Reputation Management</td>
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<td>MASC 437 Public Relations and Integrated Brand Promotion</td>
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</tr>
<tr>
<td>MASC 438 Public Relations and Employee Communication</td>
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</tr>
</tbody>
</table>

Open electives (8-24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Open electives</td>
<td>8-24</td>
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</tbody>
</table>
The minor in media studies consists of a minimum of 18 credits in mass communications as described below. All courses counted toward the minor must be completed with a minimum grade of C. Permission is required to enroll in all courses except MASC 101. All students in the minor in media studies program are required to register with the School of Mass Communications prior to beginning course work. Media studies course work will be distributed as follows:

**Required courses**

- MASC 101 Mass Communications
- MASC 203 Journalism Writing or both MASC 201 Curiousness and MASC 204 Story
- MASC 408 Communications Ethics and Law

**Elective courses**

- MASC/INTL 151 Global Communications
- MASC 300 Technical Prowess, MASC 301 Graphics for Journalism or MASC 334 Public Relations Graphics
- MASC 323 Public Relations
- MASC 361 History and Development of Journalism
- MASC 380 History of Advertising
- MASC/AFAM 474 Minorities and the Mass Media
- MASC 491 Topics in Communications (1-3 credits)
- MASC 493 Fieldwork/Internship (1-3 credits)

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### School of World Studies

On May 16, 2003, the Board of Visitors of Virginia Commonwealth University approved the creation of the School of World Studies within the College of Humanities and Sciences. The school is a creative, interdisciplinary grouping of subject areas in the humanities and the social sciences that provides its students with the knowledge, skills and experience necessary for success in an increasingly interdependent, globalized 21st century.

Sensitivity to the values, beliefs and structures of other cultures is a necessary characteristic of community and business leaders of the next century. The ability to live and work alongside those who are perceived as different from oneself and to recognize similarities among all humans will become an increasingly essential attribute of an educated citizen.

To achieve its mission, the School of World Studies actively fosters and promotes a wide range of endeavors, including the establishment of interdisciplinary undergraduate and graduate programs with an international focus across the campuses, and develops close ties with such programs as African American studies, women's studies, English, history, life sciences and other units throughout the university. In addition there are collateral requirements such as experiential learning through an approved internship, service-learning course or study-abroad program, the fulfillment of a World Passport, and advanced language skills.

Although the programs currently encompassed by the school are primarily at the undergraduate level, the School of World Studies offers a select number of graduate courses.

### Administration

312 North Shafer Street  
P.O. Box 842021  
Richmond, Virginia 23284-2021  
(804) 827-1111  
Fax: (804) 827-3479  
www.worldstudies.vcu.edu

Executive Committee  
Christopher Brooks  
Angelina Overvold  
Mark Wood

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### Degree programs

The School of World Studies offers baccalaureate degrees in the following fields:

**Anthropology** – Bachelor of Science  
**Foreign Language** – Bachelor of Arts  
- French  
- German  
- Spanish  

**International Studies** – Bachelor of Arts (with the L. Douglas Wilder School of Government and Public Affairs)  
- area studies  
- global studies

**Religious Studies** – Bachelor of Arts  

Minors are awarded in these areas:

- African studies  
- Anthropology  
- Arabic and Middle Eastern studies  
- Asian and Chinese studies  
- Catholic studies  
- European studies  
- French  
- German  
- International social justice studies  
- Islamic studies  
- Italian studies  
- Judaic studies  
- Latin American studies  
- Mediterranean studies  
- Religious studies  
- Russian studies  
- Spanish  
- World cinema

Undergraduate certificates are awarded in these areas:

- International management studies (in conjunction with the School of Business)  
- International social justice studies (in conjunction with the School of Social Work)  
- Spanish/English translation and interpretation

Information regarding curricula is provided on the respective program pages.

### Languages

The School of World Studies offers students significant opportunities to broaden their knowledge of diverse cultures through language study, including:

- Arabic  
- Biblical Hebrew  
- Chinese  
- French (major and minor)  
- German (major and minor)  
- Hindi  
- Italian  
- Latin  
- Portuguese  
- Russian (minor)  
- Spanish (major and minor)  
- Zulu

In cases where the appropriate level of instruction is unavailable, faculty advisers will assist the student in identifying language study options at other U.S. institutions or abroad.

### Experiential learning and study abroad

#### World Passport

As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport.
Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- **Professional preparation** prepares students for careers, graduate school and lifelong learning.
- **Crossing boundaries** exposes students to international and multicultural interactions and ideas.
- **Community engagement** enhances the undergraduate experience by greater involvement in the community.
- **Experiential learning** provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Both majors and minors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

**Study abroad**

Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at www.international.vcu.edu/abroad. VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad or the World Studies Community Scholars, visit the School of World Studies website at www.worldstudies.vcu.edu.

**World Passport completion**

The instructions for successful completion of the World Passport requirements, along with a description of each of the color-coded sections, can be found on the World Studies website at www.worldstudies.vcu.edu or in the World Studies Advising Office. Students are responsible for attending appropriate events, securing documentation of attendance and meeting with their adviser to have the passport stamped as points are earned for each category. The potential events can be determined by utilizing the category descriptions noted in the passport or by visiting the SWS Calendar at www.worldstudies.vcu.edu. Evaluation of the passport is on a pass/fail basis. Should a student lose his or her passport, he or she would be required to re-create attendance at events in essay form or complete the requirement in some other way determined by the adviser or program coordinator.

**World Studies Community Scholars**

Outstanding School of World Studies majors can be considered for special recognition as World Studies Community Scholars through faculty recommendation. For more information, contact the SWS Advising Office: SWSAdvising@vcu.edu.

**School of World Studies courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

The World School offers courses in the following areas:

- Use this link to see anthropology (ANTH) courses.
- Use this link to see foreign literature in English translation (FLET) courses.
- Follow these links to geography (GEOG) courses or the (GEOZ) laboratories.
- Use this link to see international studies (INTL) courses.

**Foreign language courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Students planning to take a foreign language course at VCU must take the placement test in order to determine proper course selection. Specific information about the placement test is available on the School of World Studies website at www.has.vcu.edu/wld/placement.

Students who wish to complete a language through the intermediate level or higher are required to consecutively complete 101, 102, 201 and the equivalent. Students may then choose either 202 or 205 to complete the intermediate level.

The School of World Studies offers courses in the following languages:

- Use this link to see Arabic (ARBC) courses.
- Use this link to see Chinese (CHIN) courses.
- Use this link to see foreign languages (FRLG) courses.
- Use this link to see French (FREN) courses.
- Use this link to see German (GRMN) courses.
- Use this link to see Italian (ITAL) courses.
- Use this link to see Latin (LATN) courses.
- Use this link to see Portuguese (PORT) courses.
- Use this link to see Russian (RUSS) courses.
- Use this link to see Spanish (SPAN) courses.

**African studies, minor in**

The African studies minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level. No more than six credits can be earned within the same discipline.

Students must complete a minimum of three credits of geographically pertinent foreign language course work at the advanced level (300 or above). If this level of instruction is not available in a chosen language at the university, the School of World Studies Advising Office will assist students in identifying appropriate language study options at other U.S. institutions or abroad. Geographically pertinent foreign languages not taught at VCU will be considered on a case-by-case basis.

**Note:** Language Placement Test results cannot substitute for completion of course work.

Students then choose from the following list of courses to complete the remaining 15 credits of the minor.

- AFAM 413/ARTH 350 African and Oceanic Art
- ANTH/AFAM/INTL 200 Introduction to African Societies
- ANTH 391 Topics in Anthropology
- ANTH/AFAM/INTL 420 Women of Africa
- FLET/INTL 391 Topics in Foreign Literature in English Translation
- FREN 421 French Contemporary Culture
- FREN/INTL 450 Francophone Literatures and Cultures
- HIST/AFAM 105 Survey of African History
- HIST/AFAM 106 Survey of African History
- INTL 591 Topics in International Studies
- POLI/AFAM/INTL 356 Government and Politics of Africa
- POLI/AFAM/INTL 357 Politics of Southern Africa
- WRLD/INTL 203 Cultural Texts and Contexts
- WRLD 220 Human Rights and Literature
- WRLD 391 Topics in World Languages and Cultures
- WRLD 491 Topics in World Languages and Cultures

Courses taken through an accredited study abroad program in an appropriate location (must be preapproved through the SWS Advising Office)
Anthropology, Bachelor of Science (B.S.)

The Bachelor of Science in Anthropology curriculum seeks to ensure that each student develops a solid foundation in the basic principles, theories and techniques of analysis. Since students majoring in anthropology vary in their interests and career goals, the curriculum allows for a great deal of flexibility developing individual courses of study. Students who are interested in pursuing graduate studies in anthropology will usually take more than the minimum number of upper-level courses. The department provides opportunities for involvement in faculty research through its course offerings, which include independent study, internships and honors research.

The Bachelor of Science in Anthropology requires a minimum of 120 credits, with at least 38 of those credits in anthropology averaging a minimum GPA of 2.25. Students must take at least 25 credits in upper-level (300, 400 or 500) ANTH courses. However, a student with a particular anthropological interest that can be best served by courses without the ANTH prefix may suggest a relevant selection of up to 6 elective credits from such classes to be counted toward the major. Alternatively, in addition to the 3 experiential credits fulfilling collateral requirements, a maximum of 6 credits from internships and/or independent studies may be counted toward the elective degree requirements. A plan for such selection must be presented to and approved by the program coordinator in the student's junior year or, for those students entering the program at the junior level, at a time stipulated by the program coordinator.

In order to begin upper-level course work in any foreign language, students must have consecutively completed 101, 102, 201, and 202 or 205 courses in a respective foreign language or prove the equivalent proficiency level through placement testing.

Anthropology majors are strongly encouraged to complete a minor, preferably one offered in World Studies. Students should refer to the listing in the general description of the School of World Studies.

Degree requirements for Anthropology, Bachelor of Science (B.S.)

Learning outcomes
- Critical-thinking skills
- Global knowledge, citizenship and ethics
- Oral communication skills
- Scientific literacy
- Advanced writing skills
- Conversant with disciplinary tenets
- Research methods and design skills
- Experiential learning
- Advanced language skills

Upon completing this program, students will know and know how to do the following:

The goal of the anthropology program is to impart to our students a global awareness and appreciation of the full range of human biological and cultural diversity across time and space, as well as of the underlying similarities derived from our common evolutionary origins.

Students gain proficiency in the knowledge and application of disciplinary and subdisciplinary research methods and analytic concepts, and are trained to develop a holistic and comparative perspective on the human condition, with regard to the cultural, biological, archaeological and linguistic dimensions of anthropological inquiry.

General Education requirements (32-46 credits)  Credits
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I  3

Additional College of Humanities and Sciences requirements (11-23 credits)
- HUMS 202 Choices in a Consumer Society  1
- Approved H&S diverse and global communities  3
- Approved H&S general education electives  6-8
- Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)  3
- Approved H&S literature and civilization (fulfills University Core humanities/arts)  3
- Approved H&S science and technology (fulfills University Core natural/physical sciences)  3
- Experiential fine arts (course offered by the School of the Arts)  1-3
- Foreign language through the 102 level (by course or placement)  0-8

Collateral requirements (3-6 credits)
- BIOL 101 (fulfills University Core natural/physical sciences and H&S science and technology requirements)  3
- MATH 151 (or higher numbered MATH course) (fulfills University Core quantitative literacy)  3
- STAT 210 (or higher numbered STAT course)  3
- Students must complete the SWS World Passport.
- Students must fulfill an experiential learning requirement through an approved internship (ANTH 493, FRLG 493, WRLD 493, INTL 493 or other pre-approved internship opportunities), major-specific service-learning course or study abroad program.

Major requirements (minimum 38 credits)
- Students must attain a minimum grade of C in each of the following core anthropology courses marked with an asterisk.
- ANTH 105/INTL 104 Introduction to Anthropology*  3
- ANTH 105/INTL 104 Introduction to Archaeology*  3
- ANTH 210 Biological Anthropology*, ANTH 220 Cultural Anthropology* or ANTH 230 Anthropological Linguistics* (choose two)  6
- ANTH 301/BIOL 341 and Human Evolution*  3
- ANTH 302 Archaeological Theory*  3
- ANTH 399 Junior Seminar*  1
- ANTH 454 Theory in Cultural Anthropology*  3
- ANTH 490 Anthropology Senior Capstone*  3
- ANTH 301/BIOL 341 Human Evolution Laboratory*  1
- ANTH electives (Complete at least two courses sampling one of three elective groups that are focused on biological anthropology, archaeology or cultural/linguistic anthropology. An updated list of these elective courses is available through the School of World Studies, and choices should be completed with the consultation of an advisor.)  6
- Methods requirements (choose two): ANTH 303 Archaeological Methods and Research Design, ANTH 315 Field Methods and Research Design in Cultural Anthropology or ANTH 320 Language, Culture and Cognition (methods requirement)  6

Open electives (30-47 credits)  30-47

Total minimum requirement  120

Click here to download a sample outline.

Honors in anthropology

Majors in the anthropology program may earn a Bachelor of Science degree with honors in anthropology. Participation in honors thesis research is available to outstanding senior majors and involves the preparation of a senior thesis during the last two semesters of the baccalaureate degree program.

In order to participate in the program, students must meet program entrance requirements, identify a project mentor and receive approval for a project proposal. Honors will be awarded following acceptance of the thesis by the
Honors Thesis Committee. The committee will consist of, at a minimum, the project mentor, one other member of the anthropology faculty and one faculty member from outside of the anthropology program.

The project may involve any recognized anthropological topic, theory and/or method that promises to enhance the student's disciplinary perspective, skills and creativity. The project may involve an extension of work initiated in a course, an entirely new project or a collaborative project with the faculty mentor. If the project is an extension of work initiated in a course or developed collaboratively with the mentor, independent, separate, substantial development of the topic in the thesis should be evident in the final product. The thesis should reflect work of high quality for a senior-level course.

Students majoring in anthropology are eligible to participate in the departmental honors program if they have maintained a minimum 3.0 overall GPA and a minimum of 3.3 GPA in the major. Application materials consist of transcripts documenting the required GPAs, a five-to-seven page proposal (including a history and description of the proposed project, an annotated bibliography of relevant sources, a work plan, and a schedule for completion of the project) and a letter of endorsement from the faculty member who has agreed to act as project mentor. Applications must be made and project approval received no later than the first two weeks of classes in the semester in which the project will commence. A departmental committee will review the application materials, meet with the candidate to discuss the project proposal as needed and render an admission decision. Once admitted, program participants will enroll in ANTH 497. The course may be included in the required hours for the major.

Students will complete six credit hours (over two sequential semesters in their senior year) in ANTH 497 and ANTH 498. The student's work will be evaluated by the project mentor and a departmental committee at the end of the first semester (ANTH 497) and a grade will be assigned. If allowed to continue, the student will enroll in ANTH 498 the subsequent semester. At the completion of ANTH 498, the completed senior honors thesis will be submitted to the HTC following its acceptance by the faculty mentor and confirmation that the candidate has maintained the requisite GPAs.

Upon submission of the thesis, the student will make an oral presentation (to be made no later than two weeks before the end of classes) to the HTC and other faculty as deemed appropriate, summarizing the research procedures and findings. The HTC will then evaluate the thesis for the award of honors. In order to receive honors, the thesis must be evaluated as deserving of a grade of A. Whether or not honors are awarded, a final grade will be submitted for ANTH 498. The awarding of honors for the thesis will earn an Honors Certificate from the department and notation of the student's standing as an honors graduate on the final grade transcript. Students must submit a final copy of the thesis to both the department and the VCU Libraries no later than the last day of classes.

Undergraduate topics courses

Topics courses in anthropology, offered as ANTH 391, are an integral part of the program and provide a rare opportunity for the advanced student. Generally these courses are restricted to a small number of students who share specialized interests in a topic that is either too advanced or too limited in its general appeal to justify its inclusion as a standard offering. At least one such course is offered each semester, and ANTH 391 can be repeated for up to a maximum of 18 credits as long as there is no duplication of the topics.

Independent study

ANTH 492 Independent Study is designed for advanced students capable of doing independent work on selected topics under the directions of specific faculty. Students may earn a total maximum of 12 credits in departmental independent study courses and internship credits, but may not enroll for more than six credits per semester in independent studies. Only majors in anthropology or related fields can enroll in these courses. All students entering these courses must have completed a minimum of 12 credits in anthropology and have an anthropology GPA of 3.0 or more.

Internship

ANTH 493 Internship is designed for the advanced student to gain workplace experience in a local, national or international business or agency offering opportunities in anthropological field methods or research. Applications must be approved by the School of World Studies internship coordinator. Each student must work 40 clock hours per credit hour in the organization. Students may earn up to a total of six credit hours in internship as anthropology majors and a total of three credit hours of internship as anthropology minors. All students enrolling in an internship must have completed nine credits in anthropology courses at the 300 level or above and be in good academic standing with a minimum major GPA of 2.25.

Anthropology, minor in

An anthropology minor shall consist of 18 credits in anthropology, including ANTH/INTL 103 Introduction to Anthropology. The remaining 15 credits must be taken from upper-level (300, 400 or 500) anthropology courses.

Arabic and Middle Eastern studies, minor in

The Arabic and Middle Eastern Studies minor consists of 21 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level.

Students must complete a minimum of three credits of Arabic at the advanced level (300 or above). The prerequisite course of ARBC 202 or ARBC 205 may be counted toward the total number of credits for the minor. Native speakers of Arabic may not use intermediate credit in the language to count toward the minor.

Note: Language Placement Test results cannot substitute for completion of course work.

To complete the remaining credits for the minor, students choose courses from the following list. No more than six credits can be earned within the same discipline:

- ANTH/INTL 455 Anthropology of Development and Globalization*
- ECON/INTL 329 International Economics*
- FLET/INTL 391 Topics in Foreign Literature in English Translation*
- FREN/INTL 490 Francophone Literatures and Cultures*
- FREN 491 Topics in French*
- GEOG/INTL 304 World Regions
- GSWS 366/POLI 366/INTL 368 Women and Global Politics
- HIST 301/RELS 315 The Ancient Near East
- HIST 302/RELS 316 The Ancient Near East
- HIST 328 Modern Middle East
- HIST 332 History in Film*
- HIST 383 Ancient Egypt
- INTL 201 Introduction to the Middle East and North Africa
- POLI/INTL 351 Governments and Politics of the Middle East
- POLI/INTL 361 Issues in World Politics*
- POLI 367/CRJS 367/HSEP 301 Terrorism
- RELS 301 Introduction to the Hebrew Bible
- RELS 302 Introduction to the New Testament
- RELS 305 Hebrew Prophets
- RELS/INTL 306 Introduction to Judaism
- RELS 310 Mediterranean Religions
- RELS 312 Religions of the World (Western)
- RELS/INTL 317 Islam
- RELS 318/HIST 325 History of the Jewish People
- RELS 319/HIST 326 History of the Jewish People
- RELS/HIST 327 History of Christianity
- RELS 340/INTL 341 Global Ethics and the World’s Religions*
- RELS/GSWS 371 Islam and Women
- RELS 407 Modern Jewish Thought
- RELS/INTL 409 Modern Islamic Thought and Global Trends
- RELS 491 Topics in Religious Studies*
- URSP 350/FRLG 345/INTL 345 Great Cities of the World*
- WRLD 220 Human Rights and Literature*
- WRLD 391 Topics in World Languages and Cultures*
- WRLD 491 Topics in World Languages and Cultures*

Courses taken through an approved study abroad program in an appropriate location (must be preapproved through the SWS Advising Office)

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.
Asian and Chinese studies, minor in

The Asian and Chinese studies minor consists of 21 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level.

Students must complete a minimum of three credits of Chinese at the advanced level (300 or above). The prerequisite course of CHIN 202 may be counted toward the total number of credits for the minor. Native speakers of Chinese may not use intermediate credit in the language to count toward the minor.

Note: Language Placement Test results cannot substitute for completion of course work.

Students choose from the following courses to complete the remaining credits of the minor. No more than six credits can be earned within the same discipline.

Required: RELS 311 Religions of the World (3 credits)
Minimum of 3 credits from the following:
HIST 107 Survey of East Asian Civilizations
HIST 108 Survey of East Asia Civilizations
HIST 201 The Art of Historical Detection*
HIST 332 History in Film*
HIST 379 The History of Modern Japan
HIST 381 The History of Early Modern China, 1500 to 1800
HIST 382 The History of Modern China, 1800 to the Present
HIST 391 Topics in History*
POLI/INTL 355 Asian Government and Politics
POLI/INTL 364 Vietnam
POLI/INTL 452 Seminar in the Politics of Developing Areas
Minimum of 3 credits from the following:
ARTH 245 Survey of Asian Art
ARTH 445 The Art of India
ARTH 447 The Art of Southeast Asia
ARTH 449 Studies of Asian Art
FLET/INTL 391 Topics in Foreign Literature in English Translation*
GEOG/INTL 304 World Regions
RELS 320 Taoism
RELS/PHIL 322 Tibetan Buddhism
RELS/PHIL 342 Buddhist Reasoning and Debate
RELS 368 Asian Religions and Asian Medicine
RELS/PHIL/INTL 410 Chinese Tradition in Philosophy
RELS/PHIL/INTL 412 Zen Buddhism
RELS 442 Seminar in Hinduism
WRLD/INTL 203 Cultural Texts and Contexts*
WRLD 220 Human Rights and Literature*
WRLD 391 Topics in World Languages and Cultures*
WRLD 491 Topics in World Languages and Cultures*
Courses taken through an accredited study abroad program in an appropriate location (must be preapproved through the SWS Advising Office).

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.

European studies, minor in

The European studies minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level. No more than six credits can be earned within the same discipline.

Students must complete a minimum of three credits of geographically pertinent foreign language course work at the advanced level (300 or above). Geographically pertinent foreign languages not taught at VCU will be considered on a case-by-case basis through the School of World Advising Office.

Note: Language Placement Test results cannot substitute for completion of course work.

Minimum of three credits from the following:
HIST 101, 102 Survey of European History
HIST 306 The Early Middle Ages
HIST 307/RELS 308 The High Middle Ages
HIST 308 Europe in Renaissance
HIST/RELS 309 The Reformation
HIST 310 Europe in Absolutism and Enlightenment, 1648-1815
HIST 311 Zenith of European Power, 1815-1914
HIST 312 The Age of Total War: Europe, 1914-1945
HIST 313 Post-War Europe, 1945 to Present
HIST 315, 316 History of France
HIST 317, 318 History of Germany
HIST 319, 320 History of England
HIST 321, 322 History of Russia
HIST 323 History of Spain and Portugal
HIST 324 The Holocaust
HIST 329, 330 European Social History
HIST 331 Nazi Germany
HIST 334 Comparative History of Revolutions
HIST 336 Modern European Intellectual History
HIST 337 The Origins of Modernism 1880-1930
HIST 338 History of Socialism
HIST 339, 340/GSWS 339, 340 History of Women in Europe
Minimum of three credits from the following:
ANTH/INTL 455 Anthropology of Development and Globalization*
INTL 490 Seminar in International Issues*
INTL 491 Topics in International Studies*
MKTG/INTL 320 International Marketing
POLI/INTL 352 European Governments and Politics
POLI/INTL 354 Russian and Post-Soviet Politics
RELS 310 Mediterranean Religions
SOCY/INTL 328 Russian Society in Transition
URSP 350/FRLG 345/INTL 345 Great Cities of the World*
WRLD/INTL 203 Cultural Texts and Contexts*
WRLD 391 Topics in World Languages and Cultures*
WRLD 491 Topics in World Languages and Cultures*
WRLD 491 Topics in World Languages and Cultures*

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.

Minimum of three credits from the following:
FREN 320 French Civilization and Culture I
FREN 321 French Civilization and Culture II
FREN 330, 331 Survey of Literature
FREN 420 French Regional Culture
FREN 421 French Contemporary Culture
FREN 425 French Media
FREN/INTL 450 Francophone Literatures and Cultures*
GRMN 320 From the Vandals to the Kant: Civilization and Literature I
GRMN 321 From Faust to Nazism: Civilization and Literature II
GRMN 322 From Kafka’s World to the EU: Civilization and Literature III
GRMN 330, 331 Survey of Literature
GRMN 420 The Turn of the Century
GRMN 423 Folk/Popular Culture
GRMN 424 Culture and Society
INTL/FLET 391 Topics in Foreign Literature in English Translation*
ITAL 320 Italian Cinema
ITAL 330 Themes in Italian Literature
ITAL 391 Topics in Italian
RUSS 311 Conversation and Media

Catholic studies, minor in

A minor in Catholic Studies consists of 18 credits including the following:

RELS 280 Introduction to Catholic Studies
RELS 380 Contemporary Catholic Thought
Two religious studies topic courses (RELS 491) designated “Catholic Studies”
At least two further courses from among the following:

HIST 307/RELS 308 The High Middle Ages
HIST/RELS 309 The Reformation
HIST/RELS 327 History of Christianity
PHIL/RELS 430 Philosophy of Religion
RELS 302 Introduction to the New Testament
RELS 334 Religion in Contemporary America
RELS 492 an approved “Catholic Studies” Independent Study
SOCY/RELS 360 Sociology of Religion
The foreign language program offers a varied interdisciplinary humanities curriculum, global in scope and designed to increase students’ knowledge about the cultures and traditions, languages, literature and media, history, values, concerns, and aspirations of peoples in different countries and regions of the world. The goal of the program is ultimately also to both broaden students’ comparative intercultural perspectives and develop their cross-cultural communication abilities. Students have the option to pursue a focus or even a combination of concentrations in foreign language(s), area studies and/or global studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a double major. The School of World Studies Advising Office will work with students to explore the benefits of a double major and/or a minor. All foreign language majors, students transferring credits from study abroad and transfer students who intend to major in a foreign language must take a minimum of two 400-level courses at VCU in the chosen language area. Both credit and distribution (minimum of 10 courses) requirements for the concentration must be satisfied.

### Special requirements

To earn a Bachelor of Arts in Foreign Language, students must complete at least 39 credits within the major, 36 credits of which must be upper-level (300-level or above), with a minimum GPA of 2.25 within the major. Majors in foreign language are encouraged to choose a minor that will broaden their global and cultural perspectives. Foreign language majors are encouraged — but not limited — to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Chinese and Asian Studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a double major. The School of World Studies Advising Office will work with students to explore the benefits of a double major and/or a minor.

All foreign language majors, students transferring credits from study abroad and transfer students who intend to major in a foreign language must take a minimum of two 400-level courses at VCU in the chosen language area. Both credit and distribution (minimum of 10 courses) requirements for the concentration must be satisfied.

### General Education requirements (32-46 credits)

- **University Core Education Curriculum** (minimum 21 credits)
  - UNIV 111 Focused Inquiry I: 3 credits
  - UNIV 112 Focused Inquiry II: 3 credits
  - UNIV 200 Writing and Rhetoric: 3 credits
  - Approved humanities/fine arts: 3 credits
  - Approved natural/science: 3-4 credits
  - Approved quantitative literacy: 3-4 credits
  - Approved social/behavioral sciences: 3-4 credits

- **Additional College of Humanities and Sciences requirements** (11-23 credits)
  - HUMS 202 Choices in a Consumer Society: 1 credit
  - Approved H&S diverse and global communities: 3 credits
  - Approved H&S general education electives: 6-8 credits
  - Approved H&S human, social and political behavior: 3 credits
  - Approved H&S literature and civilization: 3 credits
  - Approved H&S science and technology: 1 credit
  - Experiential fine arts (offered by the School of the Arts): 1-3 credits

- **Collateral requirements** (0-9 credits)
  - Experiential learning: Students must fulfill this requirement through an approved internship (FRFG 493, WRLD 493, INTL 493 or other pre-approved internship opportunities), major-specific service-learning course or study abroad program.
  - Foreign language requirement: In order to begin upper-level course work in any foreign language, students must have successfully completed FREN 201 and FREN 202 or 205 or prove the equivalent proficiency level through placement testing.
  - World Passport: Students must complete the School of World Studies World Passport.

### Major requirements (39 credits)

- FREN 300 and FREN 301 Advanced Grammar and Writing: 6 credits
- FREN 305 Advanced Conversation or FREN 307 French Conversation and Film: 3 credits
- FREN 320 French Civilization and Culture I: 3 credits
- FREN 321 French Civilization and Culture II: 3 credits
- FREN 330 and FREN 331 Survey of Literature: 6 credits
- FREN electives (400-level or above): 9 credits
- INTL/WRLD 203 Cultural Texts and Context: 3 credits
- WRLD 302 Communicating Across Cultures: 3 credits
- WRLD 490 Seminar in World Cultures & Languages (capstone): 3 credits
School of World Studies

Students gain proficiency in speaking, listening, reading, and writing in the German language. Development of written communication skills

Development of oral communication skills

Cultural competence

The goal of the program is ultimately to both broaden students' comparative intercultural perspectives and develop their cross-cultural communication abilities.

Students gain proficiency in speaking, listening, reading, and writing in German.

Students also gain knowledge and a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction with the German-speaking world.

Foreign Language, Bachelor of Arts (B.A.) with a concentration in German

Jessica Lonnes
Program Coordinator
worldstudies.vcu.edu/german

Special requirements
To earn a Bachelor of Arts in Foreign Language, students must complete at least 39 credits within the major, 36 credits of which must be upper-level (300-level or above), with a minimum GPA of 2.25 within the major.

Majors in foreign language are encouraged to choose a minor that will broaden their global and cultural perspectives. Foreign language majors are encouraged — but not limited — to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Chinese and Asian Studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish, or urban and regional studies. Students also may want to consider a double major. The School of World Studies Advising Office will work with students to explore the benefits of a double major and/or a minor.

All foreign language majors, students transferring credits from study abroad and transfer students who intend to major in a foreign language must take a minimum of two 400-level courses at VCU in the chosen language area. Both credit and distribution (minimum of 10 courses) requirements for the concentration must be satisfied.

The foreign language program offers a varied interdisciplinary humanities curriculum, global in scope and designed to increase students' knowledge about the cultures and traditions, languages, literature and media, history, values, concerns, and aspirations of peoples in different countries and regions of the world. The goal of the program is ultimately to both broaden students' comparative intercultural perspectives and develop their cross-cultural communication abilities. Students have the option to pursue a focus or even combination of concentrations in foreign language(s), area studies and/or global issues (in either cinema and/or social justice), depending upon their interests and career plans. Within each chosen concentration or minor, the range of offerings allows for flexibility in configuring each individual's course of study, which can be organized in a manner that best suits a student's particular needs.

The Bachelor of Arts in Foreign Language will qualify students to pursue any of a number of career paths, including international communications, business and marketing, aid and development, journalism, or education; government foreign service, international affairs, immigration service or the Peace Corps; nongovernmental organizations involved in development, relief programs, immigration or human rights advocacy; or public relations in a multicultural environment. Graduates of our program will also find opportunities in teaching at home or abroad, as well as in work with a variety of public-service organizations.

In addition, an undergraduate degree in foreign language provides excellent background and qualifications for admission to graduate degree programs in a number of humanities disciplines, including foreign languages and international studies, as well as in international law, business or journalism.

Degree requirements for Foreign Language, Bachelor of Arts (B.A.) with a concentration in German

Learning outcomes
- Development of written communication skills
- Development of reading and analytical skills
- Cultural competence

Upon completing this program, students will know and know how to do the following:
- The goal of the program is ultimately to both broaden students’ comparative intercultural perspectives and develop their cross-cultural communication abilities.
- Students gain proficiency in speaking, listening, reading and writing in German.
- Students also gain knowledge and a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction with the German-speaking world.

General Education requirements (32-46 credits)

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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<tr>
<td>UNIV 111 Focused Inquiry I</td>
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Additional College of Humanities and Sciences requirements (11-23 credits)

| HUMS 202 Choices in a Consumer Society                        | 1       |
| Approved H&S diverse and global communities                   | 3       |
| Approved H&S general education electives                      | 6-8     |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | 6-8     |
| Approved H&S literature and civilization (fulfills University Core humanities/fine arts) | 6-8     |
| Approved H&S science and technology (fulfills University Core humanities/fine arts) | 6-8     |
| Experiential fine arts (course offered by the School of the Arts) | 1-3     |
| Foreign language through the 102 level (by course or placement) | 0-8     |

Collateral requirements (0-9 credits)

Experiential learning: Students must fulfill this requirement through an approved internship (FRLG 493, WRLD 493, INTL 493 or other pre-approved internship opportunities), major-specific service-learning course or study abroad program.

Language requirement: In order to begin upper-level course work in any foreign language, students must have consecutively completed GRMN 201 and GRMN 202 or 205 or prove the equivalent proficiency level through placement testing.

World Passport: Students must complete the School of World Studies World Passport.

Major requirements (39 credits)

| GRMN 300 Composition and Conversation                        | 3       |
| GRMN 301 Grammar and Writing                                | 3       |
| GRMN 305 German Conversation or GRMN 307 German Conversation and Film or GRMN 311 German Through the Media | 3       |
| GRMN 320 From the Vandals to Kant: Civilization and Literature I | 3       |
| GRMN 321 From Faust to Nazism: Civilization and Literature II | 3       |
| GRMN 322 From Kafka’s World to the EU: Civilization and Literature III | 3       |
| GRMN elective (300-level or above)                          | 3       |
| GRMN electives (400-level or above)                         | 9       |
| WRLD/INTL 203 Cultural Texts and Contexts                   | 3       |
| WRLD 302 Communicating Across Culture                       | 3       |
| WRLD 490 Seminar in World Cultures & Languages (capstone)   | 3       |

Open electives (26-49 credits)

Open electives

26-49
Development of reading and analytical skills

The goal of the program is ultimately to both broaden students’ global and cultural perspectives. Foreign language majors are encouraged — but not limited — to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Chinese and Asian Studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish, or urban and regional studies. Students also may want to consider a double major. The School of World Studies Advising Office will work with students to explore the benefits of a double major and/or a minor.

All foreign language majors, students transferring credits from study abroad and transfer students who intend to major in a foreign language must take a minimum of two 400-level courses (in literature, civilization or cinema) at VCU in the chosen language area. Both credit and distribution (minimum of 10 courses) requirements for the concentration must be satisfied.

* Among the three advanced conversation courses (SPAN 305, SPAN 307 and SPAN 321), students can take only one of the three to meet core major and minor requirements. These courses cannot be taken by native speakers of Spanish, non-natives raised in a Spanish-speaking country or near-native speakers. However, under the consideration of the Spanish coordinator and class instructor, SPAN 307 and SPAN 311 may be taken by Spanish-speaking students raised in the U.S. who haven’t had enough practice of academic discourse in Spanish. SPAN 495 Spanish Portfolio Seminar exemptions are made on a case-by-case basis.

The foreign language program offers a varied interdisciplinary humanities curriculum, global in scope and designed to increase students’ knowledge about the cultures and traditions, languages, literature and media, history, values, concerns, and aspirations of peoples in different countries and regions of the world. The goal of the program is ultimately to both broaden students’ comparative intercultural perspectives and develop their cross-cultural communication abilities. Students have the option to pursue a focus or even combination of concentrations in foreign language(s), area studies and/or global issues (in either cinema and/or social justice), depending upon their interests and career plans. Within each chosen concentration or minor, the range of offerings allows for flexibility in configuring each individual’s course of study, which can be organized in a manner that best suits a student’s particular needs.

The Bachelor of Arts in Foreign Language will qualify students to pursue any number of career paths, including international communications, business and marketing, aid and development, journalism, or education; government foreign service, international affairs, immigration service or the Peace Corps; nongovernmental organizations involved in development, relief programs, immigration or human rights advocacy; or public relations in a multicultural environment. Graduates of our program will also find opportunities in teaching at home or abroad, as well as in work with a variety of public-service organizations. In addition, an undergraduate degree in foreign language provides excellent background and qualifications for admittance to graduate degree programs in a number of humanities disciplines, including foreign languages and international studies, as well as in international law, business or journalism.

### Degree requirements for Foreign Language, Bachelor of Arts (B.A.) with a concentration in Spanish

#### Learning outcomes

- Development of written communication skills
- Development of oral communication skills
- Development of reading and analytical skills
- Cultural competence

Upon completing this program, students will know and know how to do the following:

- The goal of the program is ultimately to both broaden students’ comparative intercultural perspectives and develop their cross-cultural communication abilities.
- Students gain proficiency in speaking, listening, reading and writing in Spanish.
- Students gain knowledge and a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts. These range from Spain to the Spanish-speaking Americas to Hispanic U.S. populations.

#### General Education requirements (32-46 credits)

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#### Additional College of Humanities and Sciences requirements (11-23 credits)

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<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
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<td>1-3</td>
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<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
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<td>0-8</td>
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</table>

#### Collateral requirements (0-9 credits)

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#### Major requirements (40 credits)

<table>
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<tr>
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<tbody>
<tr>
<td>INTL/WRLD 203</td>
<td>Cultural Texts and Contexts</td>
<td>3</td>
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<tr>
<td>SPAN 300 and SPAN 301</td>
<td>Advanced Grammar and Writing</td>
<td>6</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Spanish Conversation</td>
<td>3</td>
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<tr>
<td>Film or SPAN 311</td>
<td>Spanish Through the Media (advanced conversation course)*</td>
<td>3</td>
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<tr>
<td>SPAN 320</td>
<td>Civilization of Spain</td>
<td>3</td>
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<tr>
<td>Civilization I (civilization course)</td>
<td></td>
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<tr>
<td>SPAN 330</td>
<td>Survey of Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN/INTL 331</td>
<td>Survey of Latin American Literature (survey of literature course)</td>
<td>3</td>
</tr>
</tbody>
</table>
Spanish major requirements.

- SPAN 400 Spanish Translation
- SPAN/LING 401 Comparative Structures
- SPAN/LING 402 Language Issues in the Spanish-speaking World
- SPAN 403 History of the Spanish Language
- SPAN 404 Spanish Interpretation
- SPAN 414 Commercial Spanish
- SPAN 491 Topics in Spanish (if topic is Translation II or Interpretation II)
- SPAN 494 Spanish Interpretation and Translation Internship
- SPAN 533 Spanish for the Professions
- SPAN 495 Spanish Portfolio Seminar
- WRLD 302 Communicating Across Culture
- WRLD 490 Seminar in World Cultures & Languages (capstone)

Open electives (25-48 credits)

- Open electives

Total minimum requirement (open electives)

Click here to download a sample outline.

Foreign languages

- French
  - FREN 320 Advanced Grammar and Writing
  - FREN 321 French Civilization and Culture II
  - FREN 440 Commercial French
- German
  - GRMN 300 Composition and Conversation
  - GRMN 301 Grammar and Writing
  - GRMN 314 Commercial German
  - GRMN 317 Advanced Grammar and Writing
  - GRMN 321 From Faust to Nazism: Civilization and Literature II
- Spanish
  - SPAN 300 Advanced Grammar and Writing
  - SPAN 320 Civilization of Spain I
  - SPAN 414 Commercial Spanish

International management studies

- MGMT 319 Organizational Behavior
- MGMT 329/INTL 327 Introduction to Intercultural Communication
- MGMT/INTL 418 International Management

Experiential learning

- The following courses are ways to apply program content to international management settings. Choose any one.
  - INTL 493 International Studies Internship
  - MGMT/INTL 491 Topics in Management: The European Union (Study Abroad)

Language/cultural immersion experience

Students must complete an approved language/cultural immersion experience by which they demonstrate the successful application of foreign language, cross-cultural and management skills. This demonstration can be achieved through an approved study abroad program, such as MGMT/INTL 491 Topics in Management. The European Union, an overseas internship, a service-learning course or previous life experience.
Core course in international management 3
Students must complete the following integrative course, which should be taken toward the end of the program.

MGMT/INTL 419 Doing Business in Europe

Total 33-36

International Social Justice Studies, Certificate in (Undergraduate certificate)

The Certificate in International Social Justice Studies is an interdisciplinary program offered by the School of World Studies and the School of Social Work. The certificate program combines international social justice, foreign languages and area studies into a unique curriculum intended to equip students for careers in a variety of fields both in the United States and abroad. Students concentrating in liberal arts or social work as well as other majors are encouraged to apply. Certification through this program requires 30 hours of credits from the list of courses below.

Curriculum requirements

6 credits: International studies. Students take two of the three courses within one of the following tracks:

Former Soviet Union
- HIST 321, 322 History of Russia
- INTL/SOCY 328 Russian Society in Transition
- INTL/POLI 354 Russian and Post-Soviet Politics

Spanish-speaking world
- HIST 109, 110 Survey of Latin American History
- ANTH/INTL 349 Rethinking a Continent: Latin America
- INTL/POLI 353 Latin American Governments and Politics

9 credits: Languages. Students select three courses within one of the following language tracks:

Russian
- RUSS 201 Intermediate Russian
- RUSS 202 Intermediate Russian Readings
- RUSS 311 Conversation and Media
- RUSS 330 Literature and Culture: ______
- RUSS 422 Russian Film
- RUSS 491 Topics in Russian

Spanish
- SPAN 201 Intermediate Spanish
- SPAN 202 Intermediate Spanish Readings
- SPAN 205 Intermediate Spanish Conversation
- SPAN 300, 301 Advanced Grammar and Writing
- SPAN 305 Spanish Conversation
- SPAN 307 Spanish Conversation and Film
- SPAN 311 Spanish Through the Media
- SPAN 320 Civilization of Spain I or 321 Latin American Civilization I
- SPAN 330 Survey of Spanish Literature
- SPAN 331/INTL 331 Survey of Latin American Literature
- SPAN 400 Spanish Translation
- SPAN 401/LING 401 Comparative Structures

9 credits: International social justice.
- INTL 341/RELS 340 Global Ethics and the World’s Religions
- SLWK 311 Social Work and Oppressed Groups

3 credits: Cross-cultural communication. Students select one of the following courses:
- ENGL/INTL 454/ANTH 450 Cross-cultural Communication
- INTL 327/MGMT 329 Introduction to Intercultural Communication
- SLOWK 230 Communication in the Helping Process

3 credits: Experiential learning. Students select one of the following ways in which to apply program content to international social justice settings.
- INTL 493 International Studies Internship
- Approved study abroad program
- Approved service-learning course

Language/cultural immersion experience. Prior to completing all of the certificate requirements students must also demonstrate successful utilization of their language, cross-cultural, social work and social justice knowledge and skills in an approved language/cultural immersion context. This can be accomplished through study abroad program, internship, service-learning course or life/work experience that has been approved by the student’s academic adviser.

International social justice studies, minor in

The international social justice studies minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level. No more than six credits can be earned within the same discipline.

Students must complete a minimum of three credits of foreign language course work at the advanced level (300 or above).

Note: Language Placement Test results cannot substitute for completion of course work.

Students choose from the following courses to complete the minor:

A minimum of 3 credits from the following courses:
- WRLD 210 International Social Justice Studies
- WRLD 220 Human Rights and Literature

A minimum of 3 credits from the following courses:
- RELS 450/INTL 449 Religion, Globalization and Social Justice
- RELS/AFAM/INTL 451 Religion, Racism and Social Justice
- RELS/WMNS/INTL 453 Western Religions, Women and Social Justice
- RELS 455/INTL 456 Catholic Ethics and Social Justice

To complete the minor, students choose three different 3-credit courses, one from at least three of the following interest areas:

History, gender, race and religion
- AFAM/SOCY/WMNS 305 African American Family in Social Context
- AFAM/ANTH/INTL/WMNS 309 Global Women’s Health
- ANTH/AFAM/INTL 200 Introduction to African Societies
- ANTH/AFAM/INTL 420 Women of Africa
- FLET/INTL 391 Topics in Foreign Literature in English Translation
- HIST/WMNS 341 American Women’s History
- HIST/AFAM/WMNS 390 Africa and the Americas: Slavery, Gender and Race
- POLI 366/WMNS 366/INTL 368 Women and Global Politics
- RELS 340/INTL 341 Global Ethics and the World’s Religions
- WMNS 301 Feminist Social Theory
- WMNS/AFAM/POLI 318 Politics of Race, Class and Gender
- WRLD 391 Topics in World Languages and Cultures

Literature
- AFAM 363/ENGL 363/INTL 366 African Literature
- AFAM 365/ENGL 365/INTL 367 Caribbean Literature
- FLET/INTL 391 Topics in Foreign Literature in English Translation
- FREN/INTL 450 Francophone Literatures and Cultures*
- SPAN 322 Hispanic Immigrants in the U.S.
- SPAN 332 Latino Writers in the U.S.
- SPAN 491 Topics in Spanish*

Politics and globalization
- AFAM/POLI 302 Politics of the Civil Rights Movement
- ANTH/INTL 349 Rethinking a Continent: Latin America
- ANTH/INTL 350 Rethinking a Continent: Europe
ANTH/INTL 455 Anthropology of Development and Globalization
MASC/WRLD 359 International Media Coverage: The Middle East
POLI/AFAM/INTL 356 Government and Politics of Africa
POLI/AFAM/INTL 357 Politics of Southern Africa
POLI/INTL 365 International Political Economy
POLI 366/WMNS 366/INTL 368 Women and Global Politics

World cinema
ANTH 331 Public Culture: Anthropology Through Film
FREN 422 French Cinema
GRMN 422 German Film
ITAL 320 Italian Cinema
RELS 422 Religion and Film
RUSS 422 Russian Film
SPAN 422 Spanish and Latin American Cinema
WRLD 422 National Cinema: ____________

Topics courses
ANTH 391 Topics in Anthropology*
FLET/INTL 391 Topics in Foreign Literature in English Translation*
FREN 491 Topics in French*
GRMN 491 Topics in German*
RELS 391 Topics in Religious Studies*
RELS 490 Seminar in Religious Studies*
RELS 491 Topics in Religious Studies*
RUSS 491 Topics in Russian*
WRLD 491 Topics in World Languages and Cultures*

*Students must receive approval through the SWS Advising Office for topics courses counting toward the minor.

International Studies, Bachelor of Arts (B.A.)

Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

Experiential learning and study abroad

World Passport
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

• Professional preparation prepares students for careers, graduate school and lifelong learning.
• Crossing boundaries exposes students to international and multicultural interactions and ideas.
• Community engagement enhances the undergraduate experience by greater involvement in the community.
• Experiential learning provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

Study abroad
Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at www.global.vcu.edu/abroad/programs/vcu. VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at www.has.vcu.edu/wild.

Degree requirements for International Studies, Bachelor of Arts (B.A.)

Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

Upon completing this program, students will know and know how to do the following:
1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

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</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional College of Humanities and Sciences requirements (11-23 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
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<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
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<td>Foreign language through the 102 level (by course or placement)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collateral requirements (3-9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language through the 300-level (300, 305, 320 or 321)</td>
</tr>
<tr>
<td>World Passport completion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major requirements (31 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTL 101 Human Societies and Globalization</td>
</tr>
<tr>
<td>INTL/POLI 105 International Relations</td>
</tr>
<tr>
<td>INTL/SOCY 330 Global Societies: Trends and Issues</td>
</tr>
<tr>
<td>INTL/POLI 362 International Organizations and Institutions</td>
</tr>
<tr>
<td>INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course</td>
</tr>
<tr>
<td>INTL 490 Seminar in International Issues (capstone)</td>
</tr>
<tr>
<td>INTL 499 Senior Seminar</td>
</tr>
<tr>
<td>INTL general curriculum electives*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open electives (34-54 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open electives</td>
</tr>
</tbody>
</table>

| Total minimum requirement | 120 |

* To complete the major credit requirements in international studies, students plan course work comprised of a coherent set of courses deepening their knowledge in a particular area. Students must formulate and seek pre-approval of their course plan through the SWS Advising Office. A minimum of 21 credits within the major must be earned through upper-level course work (300- and 400-level).

Click here to download a sample outline.

International Studies, Bachelor of Arts (B.A.) with a concentration in area studies/European studies

Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

Experiential learning and study abroad

World Passport
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- **Professional preparation** prepares students for careers, graduate school and lifelong learning.
- **Crossing boundaries** exposes students to international and multicultural interactions and ideas.
- **Community engagement** enhances the undergraduate experience by greater involvement in the community.
- **Experiential learning** provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

**Study abroad**
Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at [www.global.vcu.edu/abroad/programs/vcu](http://www.global.vcu.edu/abroad/programs/vcu). VCU is a member of the
Learning outcomes

1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

Upon completing this program, students will know and know how to do the following:

1. Possess knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

General Education requirements (32–46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3–4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3–4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3–4</td>
</tr>
</tbody>
</table>

Additional College of Humanities and Sciences requirements (11–23 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMS 202 Choices in a Consumer Society</td>
<td>1</td>
</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6–8</td>
</tr>
<tr>
<td>Approved H&amp;S human, social and political behavior (fulfills University Core social/behavioral sciences)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S literature and civilization (fulfills University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>Approved H&amp;S science and technology (fulfills University Core natural/physical sciences)</td>
<td></td>
</tr>
<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1–3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0–8</td>
</tr>
</tbody>
</table>

Collateral requirements (3–9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language through the 300-level (300, 305, 320 or 321)</td>
<td>3–9</td>
</tr>
<tr>
<td>World Passport completion</td>
<td>0</td>
</tr>
</tbody>
</table>

Major requirements (31 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 101 Survey of European History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 336 Modern European Intellectual History</td>
<td>3</td>
</tr>
<tr>
<td>INTL 101 Human Societies and Globalization or INTL/POLI 105</td>
<td>3</td>
</tr>
<tr>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>INTL/POLI 352 European Governments and Politics</td>
<td>3</td>
</tr>
<tr>
<td>INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course</td>
<td>0–3</td>
</tr>
<tr>
<td>INTL 490 Seminar in International Issues (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>INTL 499 Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Concentration electives (from List J below)</td>
<td>12–15</td>
</tr>
</tbody>
</table>

Open electives (34–54 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34–54</td>
</tr>
</tbody>
</table>

Total minimum requirement 120

European studies electives (List J)

Students complete the concentration by selecting course work from the following list. Students may earn a maximum of 6 credits within the same discipline to fulfill these requirements. Courses marked “when appropriate” require pre-approval from the School of World Studies Advising Office.

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUCU 307 Aspects of German Culture</td>
</tr>
<tr>
<td>FLET 391 Topics in Foreign Literature in English Translation (when appropriate)</td>
</tr>
<tr>
<td>INTL/MKTG 320 International Marketing (when appropriate)</td>
</tr>
<tr>
<td>INTL/GEOG 334 Regional Geography of (when appropriate)</td>
</tr>
<tr>
<td>INTL 345/FRLG 345/URSP 350 Great Cities of the World (when appropriate)</td>
</tr>
<tr>
<td>INTL/ANTH 455 Anthropology of Development and Globalization (when appropriate)</td>
</tr>
<tr>
<td>INTL 491 Topics in International Studies (when appropriate)</td>
</tr>
<tr>
<td>INTL 492 Independent Study (when topic is relevant)</td>
</tr>
<tr>
<td>FREN 320, 321 French Civilization and Culture I, II</td>
</tr>
<tr>
<td>FREN 330, 331 Survey of Literature I, II, (French)</td>
</tr>
<tr>
<td>FREN 420 French Regional Culture</td>
</tr>
<tr>
<td>FREN 421 French Contemporary Culture</td>
</tr>
<tr>
<td>FREN 422 French Cinema</td>
</tr>
<tr>
<td>FREN 425 French Media</td>
</tr>
<tr>
<td>FREN 430 Great Poets and Their Times</td>
</tr>
<tr>
<td>FREN 431 The 16th Century</td>
</tr>
<tr>
<td>FREN 432 The 17th Century</td>
</tr>
<tr>
<td>FREN 433 The 18th Century</td>
</tr>
<tr>
<td>FREN 434 The 19th Century</td>
</tr>
<tr>
<td>FREN 435 Contemporary French Literature</td>
</tr>
<tr>
<td>GRMN 320 From the Vandals to Kant: Civilization and Literature I</td>
</tr>
<tr>
<td>GRMN 321 From Faust to Nazism: Civilization and Literature II</td>
</tr>
<tr>
<td>GRMN 322 From Kafka's World to the EU: Civilization and Literature III</td>
</tr>
<tr>
<td>GRMN 420 The Turn of the Century</td>
</tr>
<tr>
<td>GRMN 421 The Postwar German Scene</td>
</tr>
<tr>
<td>GRMN 422 German Film</td>
</tr>
<tr>
<td>GRMN 423 Folk/Popular Culture</td>
</tr>
<tr>
<td>GRMN 424 Culture and Society</td>
</tr>
<tr>
<td>SPAN 320 Civilization of Spain I</td>
</tr>
<tr>
<td>SPAN 330 Survey of Spanish Literature</td>
</tr>
<tr>
<td>SPAN 420 Civilization of Spain II</td>
</tr>
<tr>
<td>SPAN 421 Civilization of Latin America II</td>
</tr>
<tr>
<td>SPAN 430 Literary Genres (Spanish)</td>
</tr>
<tr>
<td>SPAN 431 Literary Periods</td>
</tr>
<tr>
<td>SPAN 485 Spanish Study Abroad (in appropriate location)</td>
</tr>
<tr>
<td>WRLD/INTL 203 Cultural Texts and Contexts (when appropriate)</td>
</tr>
<tr>
<td>WRLD 391 Topics in World Languages and Cultures (when appropriate)</td>
</tr>
<tr>
<td>WRLD 491 Topics in World Languages and Cultures (when appropriate)</td>
</tr>
</tbody>
</table>

No more than one course (3 credits) may be counted from the following group:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 310 Medieval Art and Architecture</td>
</tr>
<tr>
<td>ARTH 315 Renaissance Art and Architecture</td>
</tr>
<tr>
<td>ARTH 316 Northern Renaissance Art and Architecture</td>
</tr>
<tr>
<td>ARTH 320 Baroque and Rococo Art and Architecture</td>
</tr>
<tr>
<td>ARTH 325 19th Century Art and Architecture</td>
</tr>
<tr>
<td>ARTH 415 Early Italian Renaissance Art and Architecture</td>
</tr>
<tr>
<td>ARTH 417 The High Renaissance</td>
</tr>
<tr>
<td>ARTH 420, 421 The Baroque in Northern Europe; The Baroque in Southern Europe</td>
</tr>
<tr>
<td>ARTH 422 Spanish Painting: El Greco through Picasso</td>
</tr>
<tr>
<td>ARTH 423 Rococo and Other Eighteenth-Century Art</td>
</tr>
</tbody>
</table>
Undergraduate Bulletin 2013-14

ARTH 425, 426 Neoclassicism, Romanticism, Realism and Impressionism thru Fin-de-Siécle
ARTH 438 The Roots of Modernism

No more than one course (3 credits) may be counted from the following group:
HIST 306 Early Middle Ages
HIST 307/RELS 308 High Middle Ages
HIST 308 Europe in Renaissance
HIST/RELS 309 The Reformation
HIST 310 Europe in Absolutism and Enlightenment, 1648-1815
HIST 311 Zenith of European Power, 1815-1914
HIST 312 The Age of Total War: Europe, 1914-1945
HIST 313 Post-War Europe, 1945 to Present
HIST 315, 316 History of France
HIST 317, 318 History of Germany
HIST 319, 320 History of England
HIST 323 History of Spain and Portugal
HIST 324 The Holocaust
HIST 329, 330 European Social History
HIST 331 Nazi Germany
HIST 337 The Origins of Modernism, 1880-1930
HIST 338 History of Socialism
HIST/GWS 339, 340 History of Women in Europe

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International Studies, Bachelor of Arts (B.A.) with a concentration in area studies/Latin American studies

Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

Experiential learning and study abroad
World Passport
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- Professional preparation prepares students for careers, graduate school and lifelong learning.
- Crossing boundaries exposes students to international and multicultural interactions and ideas.
- Community engagement enhances the undergraduate experience by greater involvement in the community.
- Experiential learning provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

Study abroad
Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at www.global.vcu.edu/abroad/programs/vcu. VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at www.has.vcu.edu/wild.

Degree requirements for International Studies, Bachelor of Arts (B.A.) with a concentration in area studies/Latin American studies

Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

Upon completing this program, students will know and know how to do the following:
1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

General Education requirements (32-46 credits) Credits

University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (3-9 credits)
Foreign language through the 300-level (300, 305, 320 or 321) 3-9
World Passport completion 0

Major requirements (31 credits)
HIST 109 or 110 Survey of Latin American History 3
INTL 101 Human Societies and Globalization or INTL/POLI 105 3
International Relations
INTL/ANTH 349 Rethinking a Continent: Latin America 3
INTL/POLI 353 Latin American Governments and Politics or SPAN 321 Latin American Civilization I 3
INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course 0-3
INTL 490 Seminar in International Issues (capstone) 3
INTL 499 Senior Seminar 1
Concentration electives (from List G below) 12-15

Open electives (34-54 credits)
Open electives 34-54

Total minimum requirement 120

Latin American studies electives (List G)
Students complete the concentration by selecting course work from the following list. Students may earn a maximum of 6 credits within the same discipline to fulfill these requirements. Courses marked "when appropriate" require pre-approval from the School of World Studies Advising Office.
CRAF 369 Ancient Peruvian Textile Techniques
FLET 391 Topics in Foreign Literature in English Translation (when appropriate)
HIST 109, 110 Survey of Latin American History (when not used as core)
HIST 378 History of Central America
HIST 384 Latin America and World Affairs
HIST 385 History of Mexico
HIST 386 History of Brazil
INTL/WRLD 203 Cultural Texts and Contexts (when appropriate)
INTL/MKTG 320 International Marketing
INTL/SPAN 331 Survey of Latin American Literature
INTL/GEOG 334 Regional Geography of ____________ (when appropriate)
INTL/EUCU 345/URSP 350 Great Cities of the World (when appropriate)
INTL/ANTH 348 South American Ethnography
INTL/ANTH 349 Contemporary Cultures of Latin America
INTL/ANTH 350 Peoples and Cultures of the World (when appropriate)
INTL/POLI 355 Latin American Governments and Politics (when not used as core)
INTL/POLI 361 Issues in World Politics (when appropriate)
INTL 391 Topics in International Studies (when appropriate)
INTL/ANTH 455 Anthropology of Development and Globalization (when appropriate)
INTL 490 Seminar in International Issues (when appropriate)
INTL 491 Topics in International Studies (when appropriate)
INTL 492 Independent Study (when appropriate)
RELS 336 Religions in Latin America
RELS 490 Seminar in Religious Studies (when appropriate)
SPAN 321 Latin American Civilization I (when not used as core)
SPAN 421 Civilization of Latin America II
SPAN 430 Literary Genres
SPAN 485 Spanish Study Abroad (Latin American locations)
WRLD 391 Topics in World Studies (when appropriate)
WRLD 491 Topics in World Studies (when appropriate)

No more than one course (3 credits) may be counted from the following group:

ARTH 335 Pre-Columbian Art and Architecture
ARTH 338 Colonial Art and Architecture of Latin America
ARTH 339 Modern and Contemporary Art and Architecture of Latin America
ARTH 427 Renaissance Art and Architecture of Colonial Latin America,1500-1650
ARTH 428 Baroque and Neoclassic Art and Architecture of Latin America
ARTH 450 Art and Architecture of Mesoamerica
ARTH 451 Art and Architecture of Andean America
ARTH 452 Studies in Pre-Columbian Art and Architecture
ARTH 460 Art and Architecture in Latin America, 1780-1915
ARTH 461 Art and Architecture in Latin America, 1915 to the Present

Click here to download a sample outline.

International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/international social justice studies

Special requirements
To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arab and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a
humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School, or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

**Experiential learning and study abroad**

**World Passport**

As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities. Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- **Professional preparation** prepares students for careers, graduate school and lifelong learning.
- **Crossing boundaries** exposes students to international and multicultural interactions and ideas.
- **Community engagement** enhances the undergraduate experience by greater involvement in the community.
- **Experiential learning** provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

**Study abroad**

Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at [www.global.vcu.edu/abroad/programs/vcu](http://www.global.vcu.edu/abroad/programs/vcu). VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at [www.has.vcu.edu/wld](http://www.has.vcu.edu/wld).

**Degree requirements for International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/international social justice studies**

**Learning outcomes**

1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

**Upon completing this program, students will know and know how to do the following:**

1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

**General Education requirements (32-46 credits)**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
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</tr>
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<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/ behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional College of Humanities and Sciences requirements (11-23 credits)**

| HUMS 202 Choices in a Consumer Society | 1 |
| Approved H&S diverse and global communities | 3 |
| Approved H&S general education electives | 6-8 |
| Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) | |
| Approved H&S literature and civilization (fulfills University Core humanities/ fine arts) | |
| Approved H&S science and technology (fulfills University Core natural/ physical sciences) | |
| Experiential fine arts (course offered by the School of the Arts) | 1-3 |
| Foreign language through the 102 level (by course or placement) | 0-8 |

**Collateral requirements (3-9 credits)**

| Foreign language through the 300-level (300, 305, 320 or 321) | 3-9 |
| World Passport completion | 0 |

**Major requirements (31 credits)**

| INTL 101 Human Societies and Globalization or INTL/POLI 105 | 3 |
| International Relations | |
| RELS 340/INTL 341 Global Ethics and the World’s Religions | 3 |
| WRLD 210 International Social Justice Studies | 3 |
| WRLD 220 Human Rights and Literature | 3 |
| INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course | 0-3 |
| INTL 490 Seminar in International Issues (capstone) | 3 |
| INTL 499 Senior Seminar | 1 |
| Concentration electives (from List M below) | 12-15 |

**Open electives (34-54 credits)**

| Open electives | 34-54 |

**Total minimum requirement**

| 120 |

**International social justice studies electives (List M)**

Students complete the concentration by selecting course work from the following list. Students may earn a maximum of 6 credits within the same discipline to fulfill these requirements.

| AFAM/POLI 302 Politics of the Civil Rights Movement |
| AFAM 305/SOCY 305/GSWS 305 African American Family in Social Context |
| AFAM/ANTH/INTL/GSWS 309 Global Women’s Health |
| AFAM 356/INTL/POLI 356 Government and Politics of Africa |
| AFAM 363/ENGL 363/INTL 366 African Literature |
AFAM 365/ENGL 365/INTL 367 Caribbean Literature
ANTH/AFAM/INTL 200 Introduction to African Societies
ANTH 331 Public Culture: Anthropology through Film
ANTH 349 Rethinking a Continent: Latin America
ANTH 350 Rethinking a Continent: Europe
ANTH 420/AFAM 420/INTL 420 Women of Africa
ANTH/INTL 455 Anthropology of Development and Globalization
FREN 422 French Cinema
FREN 450 Francophone Literatures and Cultures
GRMN 422 German Film
GSWS 301 Feminist Social Theory
GSWS/AFAM/POLI 318 Politics of Race, Class and Gender
HIST/GSWS 341 American Women’s History
HIST/AFAM/GSWS 390 Africa and the Americas: Slavery, Gender and Race
ITAL 320 Italian Cinema
MASC 359/WRLD 359 International Media Coverage: The Middle East
POLI/AFAM/INTL 357 Politics of Southern Africa
POLI/INTL 365 International Political Economy
POLI 366/INTL 368/GSWS 366 Women and Global Politics
RELS 422 Religion and Film
RELS 450/INTL 449 Religion, Globalization and Social Justice
RELS/AFAM/INTL 451 Religion, Racism and Social Justice
RELS/GSWS/INTL 453 Western Religions, Women and Social Justice
RELS 455/INTL 456 Catholic Ethics and Social Justice
RUSS 422 Russian Film
SPAN 322 Hispanic Immigrants in the U.S.
SPAN 332 Latinx Writers in the U.S.
SPAN 422 Spanish and Latin American Cinema
WRLD 422 National Cinema (specific country)

Topics (when appropriate)

Students must receive approval through the SWS Advising Office for topics courses counting toward the concentration.

ANTH 391 Topics in Anthropology
FLET 391 Topics in Foreign Literature in English Translation (for example, “Women and War”)
FREN 491 Topics in French (for example, “Cinéma du monde arabe”)
GRMN 491 Topics in German
INTL 391 Topics in International Studies
INTL 491 Topics in International Studies
RELS 391 Topics in Religious Studies
RELS 490 Seminar in Religious Studies
RELS 491 Topics in Religious Studies
RUSS 491 Topics in Russian
SPAN 491 Topics in Spanish
WRLD 391 Topics in World Languages and Cultures (for example, “Religion, Nature and Social Justice”)
WRLD 491 Topics in World Languages and Cultures

Click here to download a sample outline.

International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/world cinema

Special requirements

To earn a Bachelor of Arts in International Studies, students must complete 120 course credits, at least 31 of which must be in the major, with a minimum GPA of 2.25. Students must take at least 21 credits in upper-level (300 or 400) INTL courses. The focus should be interdisciplinary, with no more than half of major course credits beyond the INTL core coming from any one traditional discipline (e.g., ANTH, POLI, SOCY or foreign language).

Students should work with their advisers to establish a plan for a minor that will broaden their international studies perspectives. International studies majors are encouraged to complete the course requirements for a minor in one of the following fields: African studies, Arabic and Middle Eastern studies, anthropology, Asian and Chinese studies, economics, business (general business minor), French, geography, German, history, Italian studies, Mediterranean studies, political science, religious studies, Russian studies, sociology, Spanish or urban and regional studies. Students also may want to consider a second major. Advisers will work with students to explore the benefits of a double major and a minor.

Students must fulfill an experiential learning requirement through an approved internship, service-learning course or study-abroad program. Additionally, students must complete foreign language study through the advanced level (300, 305, 320 or 321) by course or placement, unless this level of instruction is not available in the chosen language. (In such cases, the faculty adviser will assist the student in identifying appropriate language study options at other U.S. institutions or abroad.) International studies students also must fulfill the college general education requirements for the Bachelor of Arts degree.

To major in international studies, students must take course work that fulfills the requirements for either a general international studies major (offered with a humanities emphasis in the School of World Studies or a social science emphasis in the Wilder School), or students must choose a major with a global studies concentration (with options in both World Studies or Wilder School) or a geographical area studies concentration (available only through World Studies). Students may choose the program of study that best fits their interests.

Experiential learning and study abroad

World Passport
As part of the School of World Studies’ commitment to learning through engagement, each student within the school is required to complete a World Passport to introduce him or her to a breadth of experience beyond the core curriculum: cultural opportunities, experiential learning, seminars and conferences, international experiences, and multicultural campus activities.

Students are required to obtain information about their personal World Passport from the School of World Studies Advising Office. The passport will be kept in the student advising file throughout the duration of study. It will be reviewed and stamped by an SWS adviser prior to graduation, and then given to the student upon completion.

The passports are color-coded for four required categories of activities to be completed by students before graduation from VCU with a degree from the School of World Studies.

- **Professional preparation** prepares students for careers, graduate school and lifelong learning.
- **Crossing boundaries** exposes students to international and multicultural interactions and ideas.
- **Community engagement** enhances the undergraduate experience by greater involvement in the community.
- **Experiential learning** provides students the opportunity to demonstrate success in applying program content beyond a classroom setting.

The School of World Studies is committed to the premise that learning is best facilitated through engagement with the dynamic complexities and challenges of the world outside the classroom. Majors in the school are required to participate in experiential learning options. All experiential learning opportunities must receive prior approval from the SWS Advising Office and include internships, service-learning courses, certain noncredit options and study abroad.

**Study abroad**

Summer study-abroad programs provide students with opportunities for short-term immersion in the language, culture and civilization of the countries they visit. A list of current VCU study abroad opportunities can be found at [www.global.vcu.edu/abroad/programs/vcu](http://www.global.vcu.edu/abroad/programs/vcu). VCU is a member of the International Student Exchange Program, which offers junior year abroad programs at one of 40 universities worldwide. For more information about study abroad, visit the School of World Studies website at [www.has.vcu.edu/wld](http://www.has.vcu.edu/wld).
Degree requirements for International Studies, Bachelor of Arts (B.A.) with a concentration in global studies/world cinema

Learning outcomes
1. Knowledge regarding the interrelationship between local and global institutions, cultures, languages and religions
2. Knowledge regarding the differences and unity of human values, aspirations and concerns
3. Knowledge of local and global issues of social justice, human rights and sustainability
4. Development of reading, writing and oral communication skills
5. Development of ethical, critical and creative thinking skills
6. Development of global awareness and global citizenship

Upon completing this program, students will know and know how to do the following:
1. Possess knowledge regarding interrelationship between local and global institutions, cultures, languages and religions
2. Possess knowledge regarding the differences and unity of human values, aspirations and concerns
3. Possess knowledge regarding local and global issues of social justice, human rights and sustainability
4. Be able to read, write and orally communicate well
5. Be able to think ethically, critically and creatively
6. Be able to think globally and engage thoughtfully with society

General Education requirements (32-46 credits)

Learning Outcomes Credit Courses

University Core Education Curriculum (minimum 21 credits)

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)

HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (3-9 credits)

Foreign language through the 300-level (300, 305, 320 or 321) 3-9
World Passport completion 0

Major requirements (31 credits)

ANTH 331 Public Culture: Anthropology Through Film or RELS 422 Religion and Film 3
ARTH 270 or 271 History of the Motion Picture or ARTH 471 Film Theory or ENGL 385 Fiction into Film 3
INTL 101 Human Societies and Globalization or INTL/ Poli 105 International Relations 3

INTL 398 Directed Study Abroad (or other approved study-abroad experience) or INTL 493 International Studies Internship or an approved service-learning or independent study course 3
INTL 490 Seminar in International Issues (capstone) 3
INTL 499 Senior Seminar 1
WRLD 230 Introduction to World Cinema 3
WRLD 330 Introduction to Film Studies 3
WRLD 422 National Cinema (repeated with different topics) 6
WRLD 430 Film and the City 3

Open electives (34-54 credits)

Open electives 34-54

Total minimum requirement 120

Click here to download a sample outline.

Islamic studies, minor in

A minor in Islamic studies consists of 18 credits, including:
RELS 317/INTL 317 Islam
At least three (nine credits) of the following:
HIST 328 Modern Middle East
RELS/GSWS 371 Islam and Women
RELS/INTL 409 Modern Islamic Thought and Global Trends
RELS/INTL 441 Islamic Mysticism: the Sufis

Students may select any of the following courses to complete the 18 credit minor requirement:

FRLG 101 Foreign Languages: Arabic
FRLG 102 Foreign Languages: Hebrew
HIST 391 Topics in History, with approved topic
HIST 392 Topics in History, with approved topic
HIST 393 Topics in History, with approved topic
HIST 394 Topics in History, with approved topic
INTL/ POLI 351 Governments and Politics of the Middle East
RELS/INTL 409 Modern Islamic Thought and Global Trends
RELS/INTL 441 Islamic Mysticism: the Sufis
RELS/INTL 491 Topics in Religious Studies, with approved topic
RELS/ INTL 492 Independent Study, with permission of adviser and Islamic studies professor

Other relevant courses may be accepted with the approval of an adviser.

Italian studies, minor in

A minor in Italian studies requires at least 18 credits, none of which can be earned at the 100 level. Only six credits may be earned by completing ITAL 201 and ITAL 202 or ITAL 205. At least six credits must be taken at the 300 level or above from courses taught in Italian. The remaining six credits can be taken from courses taught in either Italian or English. Courses taught in English must focus on subjects related to Italian culture, such as literature in translation, cultural studies or Italian cinema.

Note: Language placement test results cannot substitute for completion of course work. Italian studies minors must take at least two upper-level courses at VCU in Italian.

Judaic studies, minor in

Jack D. Spiro
Affiliate Professor of Religious Studies and Director, Judaic Studies Program

A minor in Judaic studies consists of 18 credits chosen from the following:

HIST 324 The Holocaust
HIST 325, 326/RELS 318, 319 History of the Jewish People
RELS 301 Introduction to the Hebrew Bible
RELS 305 Hebrew Prophets
Latin American studies, minor in

The Latin American studies minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level. No more than 6 credits can be earned within the same discipline.

Students must complete a minimum of three credits of Spanish or Portuguese at the advanced level (300 or above).

Note: Language Placement Test results cannot substitute for completion of course work.

Students choose from the following courses to complete the minor:

Minimum of 3 credits:
- PORT 391 Topics in Portuguese*
- SPAN 321 Latin American Civilization I
- SPAN 322 Hispanic Immigrants in the U.S.
- SPAN/INTL 331 Survey of Latin American Literature
- SPAN 332 Latino Writers in the U.S.
- SPAN/INTL 421 Civilization of Latin America II
- SPAN 430 Literary Genres*
- SPAN 432 Hispanic Culture Through Literature
- SPAN 491 Topics in Spanish*

Minimum of 3 credits:
- ANTH/INTL 348 South American Ethnography
- ANTH/INTL 349 Rethinking a Continent: Latin America
- ANTH 391 Topics in Anthropology*

Minimum of 3 credits:
- HIST 109 Survey of Latin American History
- HIST 110 Survey of Latin American History
- HIST 391 Topics in History*

Minimum of 3 credits:
- ARTH 335 Pre-Columbian Art and Architecture
- ARTH 338 Colonial Art and Architecture of Latin America
- ARTH 339 Modern and Contemporary Art and Architecture of Latin America
- FLET/INTL 391 Topics in Foreign Literature in English Translation*
- INTL 491 Topics in International Studies*
- POLI/INTL 353 Latin American Governments and Politics
- RELS 490 Seminar in Religious Studies
- RELS 491 Topics in Religious Studies*
- WRLD 391 Topics in World Languages and Cultures*
- WRLD 491 Topics in World Languages and Cultures*

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.

Note: Other courses (humanistic as well as scientific) that focus on the Mediterranean (as a sea or as a region) are welcome. If students wish to fulfill an elective with a course not listed above, the course must be discussed and approved by the School of World Studies Advising Office.

Students majoring in art history may apply three credits of an art history course relevant to Mediterranean studies toward the minor. The art history course must be approved through the SWS Advising Office.

Mediterranean studies, minor in

The Mediterranean studies minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level. No more than 6 credits can be earned within the same discipline.

Students must complete a minimum of three credits of geographically pertinent foreign language course work (Arabic, French, Hebrew, Italian, Portuguese or Spanish) at the advanced level (300 or above). If VCU does not offer courses in a specific Mediterranean language (e.g. Albanian, Catalan, Croatian, Turkish, Modern Greek, etc.), the School of World Studies Advising Office will assist students in identifying appropriate language study options at other U.S. institutions or abroad.

Note: Language Placement Test results cannot substitute for completion of course work.

Minimum of six credits from the following:

- RELS 310 Mediterranean Religions
- RELS/INTL 312 Religions of the World
- WRLD/INTL 203 Cultural Texts and Contexts*

Students choose from the following courses to complete the minor:
- ANTH/INTL 455 Anthropology of Development and Globalization
- ARTH 103 or 104 Survey of Western Art
- EUCU 311 Classical Mythology
- FLET/INTL 391 Topics in Foreign Literature in English Translation*
- FREN/INTL 450 Francophone Literatures and Cultures
- GSWS 391 Topics in Women’s Studies*
- HIST 304 Roman Civilization
- HIST 308 Europe in Renaissance
- HIST 315, 316 History of France
- HIST 339, 340/GSWS 339, 340 History of Women in Europe
- INTL 490 Seminar in International Issues*
- INTL 491 Topics in International Studies*
- ITAL 320 Italian Cinema
- ITAL 530 Themes in Italian Literature
- ITAL 391 Topics in Italian*
- PHIL 103 Ancient Greek and Medieval Western Philosophy
- RELS 315, 316/HIST 301, 302 The Ancient Near East
- SOCY/GSWS 334 Sociology of Women
- SPAN 420 Civilization of Spain II
- URSP 350/INTL 345/FRLG 345 Great Cities of the World
- WRLD 391 Topics in World Languages and Cultures*
- WRLD 491 Topics in World Languages and Cultures*

Courses taken through an approved study abroad program in an appropriate location (must be preapproved through the SWS Advising Office).

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.

Note: Other courses (humanistic as well as scientific) that focus on the Mediterranean (as a sea or as a region) are welcome. If students wish to fulfill an elective with a course not listed above, the course must be discussed and approved by the School of World Studies Advising Office.

Religious Studies, Bachelor of Arts (B.A.)

Special requirements

The Bachelor of Arts in Religious Studies requires a minimum of 120 credits, with at least 31 credits in religious studies courses or in courses listed as acceptable for religious studies credit. Up to six credits in Hebrew, Greek, Arabic, Japanese or Chinese language courses may be accepted within the required 31 credits of the program if approved by the curriculum committee of the program; that same committee may approve occasional substitutions within religious studies major requirements should the needs and background of an individual student warrant such substitutions.

The Bachelor of Arts in Religious Studies offers a flexible program of interdisciplinary courses on humanity’s major religious traditions and religious culture in the context of globalization. Students explore the artistic, ethical, literary, psychological and social dimensions of religions, as well as their influence on gender, sexuality, race, nationality, health, the environment, human rights and social justice. Religious studies emphasizes excellence in written, oral and visual interpretation and communication, critical thinking, informed conversation and an international worldview. The religious studies program is committed to combining classroom-based and community-based learning through study-abroad programs and community engagement. Religious studies majors are encouraged to consider a second major or minor that complements their study of the world’s religions (e.g. in a foreign language or international studies).

The religious studies program is guided by the idea that understanding humanity’s diverse and developing religious traditions is vital to understanding what it means to be human and to live wisely as members of the planetary community. With endowed chairs in Judaic studies, Catholic studies, Islamic art and the history of
Christianity, a dynamic city whose cultural mosaic is composed of the world's religious traditions and a lively community of faculty and students, the religious studies program offers an excellent place to study the ongoing development of humanity's global religious life.

Degree requirements Religious Studies, Bachelor of Arts (B.A.)

Learning outcomes
1. Knowledge regarding diverse religions.
2. Knowledge regarding religion and society.
3. Knowledge regarding religion, literature and the arts.
4. Development of reading, writing and oral communication skills.
5. Development of ethical, critical and creative thinking skills.

Upon completing this program, students will know and know how to do the following:
1. Possess knowledge regarding the diversity and unity of religions.
2. Possess knowledge regarding the relationship between religion and other aspects of society.
3. Possess knowledge regarding the relationship between religion and literature and the arts.
4. Be able to read, write and orally communicate well.
5. Be able to think ethically, critically and creatively.
6. Be able to think globally and engage thoughtfully with society.

General Education requirements (32-46 credits) Credits

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</tr>
<tr>
<td>Approved H&amp;S diverse and global communities</td>
<td>3</td>
</tr>
<tr>
<td>Approved H&amp;S general education electives</td>
<td>6-8</td>
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<tr>
<td>Experiential fine arts (course offered by the School of the Arts)</td>
<td>1-3</td>
</tr>
<tr>
<td>Foreign language through the 102 level (by course or placement)</td>
<td>0-8</td>
</tr>
</tbody>
</table>

Collateral requirements (0-9 credits)

| Experiential learning: Students must fulfill this requirement through an approved internship (FRLG 493, INTL 493, RELS 493, WRLD 493 or other pre-approved internship opportunities), major-specific service-learning course or study abroad program. Foreign language requirement: In order to fulfill upper-level course work in any foreign language, students must have consecutively completed 101, 102, 201, and 202 or 205 courses in a respective foreign language or prove the equivalent proficiency level through placement testing. World Passport: Students must complete the School of World Studies World Passport. | 0-3 |

Major requirements (31 credits)

<table>
<thead>
<tr>
<th>RELS 490 Seminar in Religious Studies or RELS 491 Topics in Religious Studies or RELS 492 Independent Study</th>
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<tbody>
<tr>
<td>RELS 499 Senior Seminar</td>
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<tr>
<td>Eastern religions (select two courses from list below)</td>
<td>6</td>
</tr>
<tr>
<td>Methods (select one course from list below)</td>
<td>3</td>
</tr>
<tr>
<td>Themes (select one course from list below)</td>
<td>3</td>
</tr>
<tr>
<td>Western religions (select two courses from list below)</td>
<td>6</td>
</tr>
<tr>
<td>RELS electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Open electives (34-57 credits)

| Open electives                                               | 34-57 |

Total minimum requirement 120

Electives

| Methods: Select one of the following courses (3 credits). RELS 333/PSYC 333 Psychology and Religious Experience RELS 360/SOCY 360 Sociology of Religion RELS 361/ENGL 361 The Bible as Literature RELS 430/PHIL 430 Philosophy of Religion | 3 |
Religious studies, minor in

The minor in religious studies consists of 18 credits in religious studies, with at least nine of those credits in upper-level courses.

Russian studies, minor in

A minor in Russian studies requires at least 18 credits, none of which may be earned at the 100 level. Only six credits may be earned by completing RUSS 201, 202 or 205. At least three credits must be taken at the 300 level or above from courses taught in Russian.

Note: Language Placement Test results cannot substitute for completion of course work. The remaining nine credits may be earned from courses taught either in Russian or in English that relate to Russian history, politics, society or culture, to be selected from the following:

- ENGL 391 Topics in Literature
- FLET/INTL 391 Topics in Foreign Literature in English Translation
- GEOG/INTL 334 Regional Geography of
- HIST 321 History of Russia
- HIST 322 History of Russia
- HIST 332 History in Film
- HIST 391 Topics in History
- INTL 490 Seminar in International Issues
- INTL 491 Topics in International Studies
- POLI/INTL 354 Russian and Post-Soviet Politics
- RUSS 311 Conversation and Media (in Russian)
- RUSS 330 Literature and Culture (in Russian)
- RUSS 422 Russian Film (in Russian)
- RUSS 491 Topics in Russian (in Russian)
- SOCY/INTL 328 Russian Society in Transition
- URSP 350/FRLG 345/INTL 345 Great Cities of the World
- WRLD/INTL 203 Cultural Texts and Contexts
- WRLD 220 Human Rights and Literature
- WRLD 391 Topics in World Languages and Cultures
- WRLD 491 Topics in World Languages and Cultures

Courses taken through an approved study abroad program in an appropriate location (must be preapproved through the SWS Advising Office).

*When appropriate: Always check first with the SWS Advising Office before enrolling in these courses.

Spanish, minor in

A minor in Spanish requires at least 18 credits in the chosen language, none of which may be earned at the 100 level. Only six credits may be earned by completing 201, 202 or 205. At least 12 credits must be taken at the 300 level or above.

In choosing 300-level course work, students pursuing a minor are limited to taking only one of the following three advanced conversation courses to meet minor requirements: SPAN 305, SPAN 307 or SPAN 311. Note that these courses cannot be taken by native speakers of Spanish, non-natives raised in a Spanish-speaking country or near-native speakers. However, under the consideration of the Spanish coordinator and class instructor, SPAN 307 and SPAN 311 may be taken by Spanish-speaking students raised in the U.S. who haven’t had enough practice of academic discourse in Spanish.

Note: Language Placement Test results cannot substitute for completion of course work. Foreign language minors must take at least two upper-level courses at VCU in the chosen language area.

Spanish/English Translation and Interpretation, Certificate in (Undergraduate certificate)

The certificate program prepares advanced Spanish students for further study, national certification exams and/or future employment in these growing fields. The program combines theoretical and applied course work with applied practice in the community, allowing students to hone their skills in a specialization of their choice or to apply for the certificate in general translation and interpretation. Students with advanced-level Spanish and English skills who are concentrating in liberal arts or professional programs as well as other majors are encouraged to apply.

This certificate program requires 27 credits, distributed as shown below, and successful completion of a comprehensive exit exam. Students may earn this certificate concurrently with a baccalaureate degree in another undergraduate program at the university, or may earn the certificate independently from another degree, provided the student has a baccalaureate degree from any institution. The nine-course sequence focuses on the knowledge and skills needed for translation and interpretation in any field, including intensive grammar review, translation theories and approaches, research methods, computer-assisted translation tools, simultaneous interpretation, consecutive interpretation, and sight translation.

Students in the advanced interpretation courses (legal and medical) receive further instruction in terminology related to their areas of interest. The internship requires 120 clock hours of work including translation and/or interpretation practice.

Prerequisite courses (nine credits):
- SPAN 301 Advanced Spanish Grammar
- One literature course from SPAN 330, 331 or 332
- One civilization course from SPAN 320, 321 or 322

Core courses (12 credits):
- SETI 400 Spanish-English Comparative Grammar
- SETI 410 Introduction to Spanish-English Translation
- SETI 420 Introduction to Spanish-English Interpretation
- SETI 493 SETI Internship

Two of the following elective courses (six credits):
- SETI 411 Intermediate Translation
- SETI 421 Intermediate Interpretation
- SETI 422 Legal Interpretation
- SETI 423 Medical Interpretation

For more information, contact the World Studies Advising Office at (804) 827-1111.

World cinema, minor in

The world cinema minor consists of 18 credits. A minimum of 12 credits must be earned at the upper (300- or 400-) level.

Students must complete a minimum of three credits of relevant foreign language course work at the advanced level (300 or above).

Note: Language Placement Test results cannot substitute for completion of course work.

Students must complete all courses listed below (for a total of 12 credits):
- WRLD 230 Introduction to World Cinema
- WRLD 330 Introduction to Film Studies
- WRLD 422 National Cinema
- WRLD 430 Film and the City

Students select one course (3 credits) from the following:
- ARTH 270 or 271 History of the Motion Picture
- ARTH 471 Film Theory
- ENGL 385 Fiction into Film
Undergraduate Bulletin

School of Allied Health Professions
The School of Allied Health Professions was established on Jan. 1, 1969, to provide an administrative structure for existing educational programs in allied health disciplines and to direct the development of new programs in response to the growing need for allied health manpower. At the outset, the school incorporated existing educational programs for hospital administration, medical technology, physical therapy and radiologic technology and X-ray technicians.

In the years since its establishment, the school has grown significantly — developing unique, cutting-edge curricula and degree offerings in both traditional and nontraditional formats — to meet the increasing demand for allied health teachers, researchers and practitioners. Considered a leader in distance education, VCU’s School of Allied Health Professions offers the only interdisciplinary, Internet-based doctoral program in allied health in the country: the Ph.D. in Health Related Sciences. The school currently incorporates nine departments and offers programs at the baccalaureate, certificate, master’s, doctoral and professional levels.

Administration

1200 East Broad Street
P.O. Box 980233
Richmond, Virginia 23298-0233
(804) 828-7247
Fax: (804) 828-8656
www.sahp.vcu.edu

Cecil B. Drain
Dean

Alexander F. Tartaglia
Associate Dean

J. James Cotter
Assistant Dean

Brian T. McMahon
Assistant Dean for Research

Debra A. Ropelewski
Assistant Dean for Fiscal Affairs

Jessica F. Gurganus
Assistant Dean for Advancement

Jeffrey R. Lodge
Director of Information Systems

Monica White
Director of Student Services

Philosophy

The faculty of the school is committed to offering, through the establishment and maintenance of rigorous standards of excellence, educational programs that will prepare students for professional careers in the allied health disciplines. Development of professional attitudes, emotional maturity and ethical behavior of students is a vital component of the educational process. It is essential that students gain a deep respect for the dignity of human beings and the inherent rights of patients and others who receive services. The programs are designed to include not only the development of skills to assure excellence in quality of health care, but also factual knowledge and experiences that will provide the basis for continuing intellectual and professional growth.

Community services of the school and faculty include continuing education, consultative resources and participation in all pertinent areas of health care. An integral part of these efforts is to stimulate and sponsor research activities in the allied health disciplines represented within the school and to encourage interdisciplinary research.

Accreditation

The School of Allied Health Professions is an institutional member of the American Society of Allied Health Professions and the Virginia Association of Allied Health Professions. All of its programs are approved or accredited by the appropriate national professional or educational organizations.

Clinical laboratory sciences (bachelor’s degree)
National Accrediting Agency for Clinical Laboratory Sciences
5600 N. River Road, Suite 720, Rosemont, IL 60018-5519; (847) 939-3597, (773) 714-8880 or (773) 714-8886 (fax); info@naacls.org; www.naacs.org. Upon graduation the student is eligible to take the national examination for MLS given by the Board of Certification of the American Society for Clinical Pathology.

Health administration (master’s and executive master’s degrees)
Commission on Accreditation of Healthcare Management Education

Nuclear medicine technology (bachelor’s degree in Clinical Radiation Sciences)
Joint Review Committee on Educational Programs in Nuclear Medicine Technology

Nurse anesthesia (master’s, doctorate)
Council on Accreditation of Nurse Anesthesia Educational Programs (COA, 222 South Prospect Avenue, Park Ridge, Illinois, 847-692-7050).

Radiation therapy technology (bachelor’s degree in Clinical Radiation Sciences)
Joint Review Committee on Education in Radiologic Technology

Radiography (bachelor’s degree in Clinical Radiation Sciences)
Joint Review Committee on Education in Radiologic Technology

Rehabilitation counseling (master’s degree)
Council on Rehabilitation Education

Programs

Both entry- and advanced-level undergraduate, graduate, professional and certificate programs are offered by the School of Allied Health Professions. University and accreditation requirements for the individual programs guide the establishment of general admission prerequisites and course and degree requirements. Regulations and procedures for each program are outlined in these bulletins and are intended to ensure the selection of applicants whose motivation, ability, character and health status qualify them to pursue their program of study successfully.

Programs currently offered by this school and the degrees conferred on their graduates are:

School of Allied Health Professions

• Ph.D. in Health Related Sciences

Department of Clinical Laboratory Sciences

• Bachelor of Science
• Master of Science

Department of Gerontology

• Post-baccalaureate graduate certificate in aging studies
• Post-baccalaureate graduate certificate in aging studies and Master of Social Work offered jointly with the VCU School of Social Work)
• Master of Science

Department of Health Administration

• Master of Health Administration
• Master of Health Administration and Doctor of Medicine (offered jointly with the VCU School of Medicine)
• Master of Health Administration and Juris Doctor (offered jointly by the T. C. Williams School of Law at the University of Richmond and the Washington and Lee University School of Law)
• Master of Science in Health Administration (Professional M.S.H.A. Program – Online)
• Ph.D. in Health Services Organization and Research

Department of Nurse Anesthesia
• Doctor of Nurse Anesthesia Practice
• Master of Science in Nurse Anesthesia

Department of Occupational Therapy
• Master of Science in Occupational Therapy
• Master of Science
• Occupational Therapy Doctorate

Program in Patient Counseling
• Post-baccalaureate graduate certificate in patient counseling
• Master of Science
• Master of Science and Master of Divinity (offered jointly by the School of Theology at Virginia Union University and the Baptist Theological Seminary)

Department of Physical Therapy
• Doctor of Physical Therapy
• Tracks in physical therapy in the Ph.D. programs offered in Anatomy and Neurobiology or Physiology in the VCU School of Medicine
• Ph.D. in Rehabilitation and Movement Science

Department of Radiation Sciences
• Bachelor of Science

Department of Rehabilitation Counseling
• Master of Science
• Master of Science in Rehabilitation Counseling and certificate in aging studies
• Post-baccalaureate graduate certificate in professional counseling

Licensure/certification

Graduates of most of the programs offered in the School of Allied Health Professions are required or eligible to take national and/or state certification or licensure examinations. Requirements of licensing and certifying agencies vary. Some licensure and certification agencies consider individuals convicted of a felony ineligible for licensure or certification. For information, prospective students should contact the licensure or certification agency for the specific allied health discipline.

Attendance regulations

The faculty considers attendance at lectures, laboratories and other functions a requisite to the successful acquisition of the knowledge and skills required of the professional. Hence, the faculty cannot condone absence without good reason from any regularly scheduled educational experience. At the beginning of each course, instructors relate to their classes the policy of the department concerning the attendance regulations for that semester. The nature of make-up work in the event of absence will be the prerogative of the instructor.

Student performance and behavior

The goals and objectives of the School of Allied Health Professions and its component departments and programs relate to the education of persons preparing for professional careers in the allied health disciplines. An integral requisite of students and practitioners is an undeviating acceptance of a professional attitude and pride that will motivate them to adhere to a code of professional ethics and to develop fully their competencies for practice.

The suitability of student performance and behavior relating to these professions and to the consumers of health care is a paramount concern of the administration and faculty of this school. To assure a quality of educational and clinical preparation for its graduates, the following statement is promulgated:

If, in the judgment of the faculty and administration of the School of Allied Health Professions, a student is considered unsuitable for emotional, professional or related reasons, the student’s academic status may be appropriately altered.

If any questions arise regarding the standards of performance or behavior, it is the responsibility of students to apprise themselves of acceptable character and conduct requirements prior to matriculation in the designated department or program.

Standards of professional behavior

These standards describe behaviors expected from the faculty and students of the School of Allied Health Professions. They are in addition to those standards of behavior and ethical conduct required by the school’s departments and professional organizations. They are supplemental to the university statement regarding conduct in the classroom.

• Recognize one’s position as a role model of your profession for other members of the health care team.
• Carry out academic, clinical and research responsibilities in a conscientious manner, making every effort to exceed expectations and demonstrating a commitment to lifelong learning.
• Treat patients, faculty and students with respect, demonstrating sensitivity to diversity regarding ethnicity, culture, age, gender, disability, social and economic status, sexual orientation, etc., without discrimination, bias or harassment.
• Maintain patient/client confidentiality.
• Respect the privacy of all members of the campus community and avoid promoting gossip and rumor.
• Interact with all members of the health care team in a collaborative and supportive fashion, with respect and recognition of the roles played by each individual.
• Provide help or seek assistance for any member of the health care team who is recognized as impaired in his/her ability to perform his/her professional obligations.
• Be mindful of the limits of one’s knowledge and abilities and seek help from others whenever appropriate.
• Abide by accepted ethical standards in the scholarship, research and practice of patient/client care.
• Abide by the guidelines of the VCU Honor System.

Financial aid

Financial aid is available for all students meeting the criteria for financial assistance. For details of the programs available contact the Financial Aid Office, P.O. Box 980244, Richmond, VA 23298-0244 or telephone (804) 828-9800.

The school and departments also offer financial awards, honors and scholarships. Details may be found on the school’s and individual departments’ Web sites at www.sahp.vcu.edu.

Undergraduate information

Preparatory study for clinical laboratory sciences

The University College provides programs in preparation for admission into health sciences programs. For detailed information on pre-clinical laboratory sciences, see Preparation for the study of clinical laboratory sciences in the UC section of this bulletin.

Preparatory study for clinical radiation sciences

The University College provides programs in preparation for admission into health sciences programs. For detailed information on pre-radiation sciences, see Preparation for the study of radiation sciences in the UC section of this bulletin.

Department of Clinical Laboratory Sciences
The Department of Clinical Laboratory Sciences supports the philosophy and mission of the university and the School of Allied Health Professions, and provides an environment that nurture excellence in education, research and service. The programs offered by the department are dedicated to enhancing and promoting clinical laboratory science. The department fosters fair and equitable educational experiences for students of all ages and diverse backgrounds. Strong affiliations with clinical educators and the integration of innovative technology in the academic setting facilitate both the education and research goals of the department.

The department provides students with superior studies in clinical laboratory science, including both theoretical and applied clinical education, and develops problem-solving expertise, leadership capabilities and communication skills. By providing advanced theoretical and technical education, the graduate program serves to maintain and update the competency of laboratory professionals and to prepare students to assume roles as laboratory supervisors, university educators and researchers. A mature, responsible approach to the acquisition of knowledge is cultivated in order to establish continuing intellectual growth and an enthusiasm for the profession.

The department meets the growing health care needs of the community by providing highly competent and professional clinical laboratory scientists who will be able to function effectively upon entrance into the field and be prepared to explore future scientific and technological advances in laboratory science. And the department promotes continued professional development and personal growth for the faculty and staff to fulfill and balance the individuals' abilities and aspirations with the departmental, school and institutional mission and needs. Members of the department conduct themselves in a forthright, ethical manner and practice the highest standard of quality performance.

The objectives of the Department of Clinical Laboratory Sciences are:

- To provide an educational program that prepares students to accurately perform and evaluate analytical tests on body fluids, cells and products.
- To foster the development of professional conduct, interpersonal communication skills and ethical principles.
- To develop and promote strategies for lifelong learning and to encourage continued professional growth through research, continued education and active participation in professional societies.

### Administration

**Teresa S. Nadder**
Associate Professor and Department Chair

**Emily M. Hill**
Instructor and Assistant Chair

### History

Clinical laboratory scientists have been trained on the MCV Campus since 1927. However, the Department (formerly school) of Medical Technology was not formally established until 1952, at which time the curriculum included six months of didactic experience with lectures and laboratory sessions held in the department, followed by a six-month rotation through the clinical laboratories.

The school offered a certificate and/or bachelor’s degree program; the certificate program was discontinued during the 1961-62 school year.

In 1974 the curriculum was expanded to the current two-plus-two year program in which students complete 60 semester hours of prerequisites followed by two years of professional course work. The graduate program in clinical laboratory sciences was started in 1967 to provide advanced education for certified medical technologists/clinical laboratory scientists. In 1985 the program was modified to allow candidates holding a degree in another area of science to obtain graduate education in clinical laboratory sciences.

In 1994, the department name was changed to the Department of Clinical Laboratory Sciences. In 2003, an accelerated track was initiated to integrate the undergraduate and graduate programs, which requires completion of two years of prerequisites and three years of full-time professional course work, and leads to the simultaneous awarding of both the bachelor’s and master’s degrees.

### Facilities

The Department of Clinical Laboratory Sciences is located in the Randolph Minor Hall on the MCV Campus. All faculty and clerical offices are located in this facility, as well as student classrooms, general teaching laboratory, computer facilities and a student lounge/reading room.

### Clinical laboratory sciences courses

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/veucourses](http://www.pubapps.vcu.edu/veucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to clinical laboratory sciences (CLLS) courses.

### Clinical Laboratory Sciences, Bachelor of Science (B.S.)

**Special requirements**

All students will have fulfilled core and general education requirements and a minimum of 60 transferable semester credits at an accredited college or university including:

- Biology: 12 hours to include general biology; human physiology and anatomy recommended
- Chemistry: 12 hours to include eight hours of general chemistry; remaining four hours can be (in order of preference) quantitative analysis, organic chemistry or qualitative analysis
- English: six to nine hours of composition (VCU: UNIV 111-112 and ENGL 200 or their equivalents)
- Mathematics: three hours; additional mathematics or physics recommended
- Humanities/Arts: three hours (selected from courses in history, philosophy, political science, religion, foreign languages, literature, art history or art appreciation)
- Social Sciences: three hours (selected from courses in anthropology, economics, geography, psychology, or sociology)

Applicants should possess the following essential technical abilities and skills for admission consideration:

- Manual dexterity: ability to use hand(s) or prosthetic devices with coordination
- Fine motor: ability to manipulate small objects with fingertips or adaptive devices
- Mobility: ability to maneuver in the laboratory and around instruments and in patient-care settings
- Vision: ability to distinguish red, yellow and blue colors; to distinguish clear from cloudy; and to distinguish objects through a microscope
- Hearing: ability to hear with assistive devices (i.e., phone receivers, hearing aid, etc.)
- Speech: ability to verbally communicate in English
- Writing: ability to communicate effectively in written form in English
- Reading: ability to read, understand and follow directions printed in English
- Emotional and physical stability: ability to work accurately and safely under stress, adapt to changing environments and prioritize tasks
- Personal attributes: must demonstrate integrity, responsibility, tolerance and respect

Clinical laboratory scientists receive training in the following areas: clinical chemistry, the study of chemical reactions that occur in normal and diseased processes; hematology, the study of the cellular elements of the blood and blood-forming tissues; microbiology, the study of microbiological aspects of infectious disease, and the isolation and identification of pathogenic bacteria; immunohematology, the application of theory and principles of blood banking, cell typing, compatibility testing and antibody identification; and immunology, the study of the immune system and the serological and molecular techniques used for diagnosing infectious disease. With the rapid advancement of knowledge in the
field of laboratory medicine, there is a growing need for highly skilled and knowledgeable clinical laboratory scientists. Employment is found in hospitals; physicians’ offices; research facilities; molecular diagnostics; biotechnology and public health laboratories; industrial quality control; veterinary clinics; and sales and service of health care equipment. In addition to the technical arena, opportunities as managers or consultants exist for graduates of this program.

Upon graduation the student is eligible to take the national examination for MLS given by the Board of Certification of the American Society for Clinical Pathology.

**Degree requirements for Clinical Laboratory Sciences, Bachelor of Science (B.S.)**

<table>
<thead>
<tr>
<th>Mission statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of the undergraduate program is to serve the health care needs of the community by providing highly competent and professional clinical laboratory scientists who will be able to function effectively upon entrance into the field and be prepared to explore future scientific and technological advances in laboratory science.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completing this program, students will know and know how to do the following:</td>
</tr>
<tr>
<td>Students will demonstrate knowledge of the basic underlying scientific concepts and proficiency in performing the full range of laboratory tests in the areas of hematology, clinical chemistry, immunohematology (blood banking), microbiology, body fluids, serology/immunology and molecular diagnostics.</td>
</tr>
<tr>
<td>Students will demonstrate appropriate professional conduct and leadership characteristics to include effective communication skills, ethical conduct and problem-solving abilities.</td>
</tr>
</tbody>
</table>

**Minimum credits for admission into program**

<table>
<thead>
<tr>
<th>Major requirements (65 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLLS 301-302 Hematology</td>
<td>2-7.5</td>
</tr>
<tr>
<td>CLLS 304 Urine and Body Fluid Analysis</td>
<td>1-2</td>
</tr>
<tr>
<td>CLLS 306 Immunohematology</td>
<td>2.5-4.5</td>
</tr>
<tr>
<td>CLLS 307 Introduction to Pathogenic Microbiology</td>
<td>1-3</td>
</tr>
<tr>
<td>CLLS 308 Pathogenic Bacteriology</td>
<td>3-5</td>
</tr>
<tr>
<td>CLLS 310 Clinical Immunology</td>
<td>3.4-5</td>
</tr>
<tr>
<td>CLLS 311 Clinical Chemistry and Instrumentation I</td>
<td>3-5</td>
</tr>
<tr>
<td>CLLS 312 Clinical Chemistry and Instrumentation II</td>
<td>4-5</td>
</tr>
<tr>
<td>CLLS 337 Clinical Education</td>
<td>1</td>
</tr>
<tr>
<td>CLLS 407 Interceptive Immunohematology</td>
<td>2-2.5</td>
</tr>
<tr>
<td>CLLS 408 Advanced Microbiology</td>
<td>2.5</td>
</tr>
<tr>
<td>CLLS 409 Interceptive Hematology</td>
<td>2</td>
</tr>
<tr>
<td>CLLS 410 Advanced Clinical Chemistry and Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>CLLS 411 Principles of Education/Management</td>
<td>2.5-3.5</td>
</tr>
<tr>
<td>CLLS 412 Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>CLLS 483 Biochemistry Practicum</td>
<td>1-4.5</td>
</tr>
<tr>
<td>CLLS 485 Hematology Practicum</td>
<td>1-4.5</td>
</tr>
<tr>
<td>CLLS 493 Clinical Microbiology Practicum</td>
<td>1-4.5</td>
</tr>
<tr>
<td>CLLS 494 Miscellaneous Clinical Practicum</td>
<td>1-4.5</td>
</tr>
<tr>
<td>CLLS 496 Blood Bank Practicum</td>
<td>1-4.5</td>
</tr>
<tr>
<td>Elective study (1 credit)</td>
<td></td>
</tr>
<tr>
<td>CLLS 438 Research Paper</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total minimum requirement** 125

Click here to download a sample outline.

**Admission requirements for applicants with an associate degree in laboratory science**

Certified MLTs (CLTs) qualify for special admission with less than 60 hours of credit. An MLT (CLT) applicant must have a minimum of 44 non-MLT semester hours of transferable credit for admission as a full-time student (38 hours for part-time admission). The transfer hours must include: 8 hours of biology, 8 hours of chemistry, 3 hours of mathematics and 6 hours of English composition. MLTs admitted under special status are required to complete the science, humanities and social sciences requirements for regular admission before they qualify for graduation.

CLS credit may be granted for upper-level course requirements through challenge examinations or exemptions based on documented competencies, depending upon a student’s past academic performance in previous course work and clinical experience.

MLTs (CLTs) who meet the exemption eligibility requirements for the junior-level laboratory portions of the curriculum may take the CLS course work online.

**Academic regulations**

The minimum passing grade for all professional courses leading to the Bachelor of Science degree is D. All courses must be completed with a passing grade, with no more than one D, for the student to be eligible for promotion or graduation. Satisfactory completion of the previous semester’s course work is a prerequisite to the next semester.

Promotion/graduation is based on recommendations of the faculty. The student is expected to do all of the following:

- Maintain a minimum GPA of 2.0 at VCU
- Maintain a minimum GPA of 2.0 CLS course work
- Obtain a passing grade in all CLS courses, with no more than one course grade of D in CLS course work
- Complete the clinical education requirements to the satisfaction of the clinical and academic faculty
- Exhibit the attitudes and skills deemed necessary to function as a professional clinical laboratory scientist
- Pay all fees

Detailed grading policies plus the mechanism for grade appeals are given to each entering student during orientation.

**Department of Radiation Sciences**

The Department of Radiation Sciences is an integral part of the School of Allied Health Professions and shares its values. The department serves as a national leader in the education of students in the radiation sciences and provides learning opportunities that are innovative and educationally sound. Strong linkages with clinical affiliates and their staffs are vital to the department’s success. Faculty and staff work in a cooperative spirit in an environment conducive to inquisitiveness and independent learning to help a diverse student body develop to its fullest potential. The faculty is committed to the concept of lifelong learning and promotes standards of clinical practice that will serve students throughout their professional careers. Faculty members serve as resources for professionals in practice and contribute to an expanded knowledge base in the field of clinical radiation sciences.

The mission of the Department of Radiation Sciences is to enable a diverse student body to develop its fullest potential and to graduate baccalaureate-level radiologic health professionals who demonstrate outstanding technical, communication and critical-thinking skills.

**Department of Radiation Sciences’ goals**

1. For entry-level and second modality programs, students will be clinically competent.
   a. Students will attain clinical competence.
   b. Graduates will demonstrate clinical competence while employed in the radiation sciences.
2. Students will communicate effectively.
   a. Students will demonstrate effective communication during their clinical experience.
   b. Students will demonstrate effective communication through the research project.
c. Graduates will demonstrate effective communication while employed in the radiation sciences.
4. Students will demonstrate critical-thinking skills.
   a. Students will demonstrate critical-thinking skills during their clinical experience.
   b. Students will demonstrate critical-thinking skills in developing their research project.
3. Students will model professionalism.
   a. Students will demonstrate professionalism during their clinical experience.
   b. Graduates will demonstrate professionalism while employed in the radiation sciences.
3. The department will assure program effectiveness.

**Administration**

Jeffrey S. Legg
Associate Professor and Department Chair
www.sahp.vcu.edu/rdsci

**History**

Radiologic technology education began at the Medical College of Virginia in the 1930s with a one-year training program in radiography. This program has undergone a number of changes through the years to evolve into the current baccalaureate educational program.

A concentration in nuclear medicine technology was added in 1984 and in radiation therapy in 1992. Degree-completion programs have been added to provide an opportunity for certified technologists and therapists to complete requirements for the baccalaureate degree.

**Facilities**

The educational facilities for the Department of Radiation Sciences are located at 701 W. Grace St., Suite 2100. These facilities include energized laboratories in radiography, nuclear medicine, radiation therapy and mammography. The radiography laboratory includes a digital imaging system. In addition, the radiation therapy laboratory has a 3-D treatment planning system.

During the various phases of the curriculum, students will be assigned to one or more of the following affiliate institutions: VCU Health System’s MCV Hospitals, McGuire Veterans Affairs Medical Center, CJW Medical Center, Southside Regional Medical Center and Henrico Doctors’ Hospitals.

**Clinical radiation sciences courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level. Follow these links to clinical radiation sciences (CLRS) courses or the (CLRZ) laboratories.

**Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in nuclear medicine technology**

<table>
<thead>
<tr>
<th>Special requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry-level program prerequisites</strong></td>
</tr>
<tr>
<td>To be eligible for admission into any of the entry-level concentrations students must have completed the following prerequisites:</td>
</tr>
<tr>
<td>UNIV 111-112</td>
</tr>
<tr>
<td>MATH 141</td>
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<tr>
<td>BIOL 205</td>
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<tr>
<td>PHIS 206 and PHIZ 206</td>
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<tr>
<td>PHYS 101 and PHYZ 101</td>
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<tr>
<td>PSYC 101</td>
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<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Pre-radiation sciences advising track</td>
</tr>
<tr>
<td>27-32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission requirements for program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-radiation sciences advising track</td>
</tr>
<tr>
<td>27-32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collateral requirements (15 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM and CHEZ 101 General Chemistry and Laboratory I</td>
</tr>
<tr>
<td>CHEM and CHEZ 102 General Chemistry and Laboratory II</td>
</tr>
<tr>
<td>HCMG 300 Health Care Organization and Services</td>
</tr>
<tr>
<td>HPEX 250 Medical Terminology</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major requirements (79 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLRS 203 Pathophysiology I</td>
</tr>
<tr>
<td>CLRS 204 Pathophysiology II</td>
</tr>
<tr>
<td>CLRS 205 Exploring Radiation Sciences</td>
</tr>
<tr>
<td>CLRS 206 Cross-sectional Anatomy</td>
</tr>
<tr>
<td>CLRS 208 Foundations of Patient Care</td>
</tr>
<tr>
<td>CLRS 232 Radiation Safety</td>
</tr>
<tr>
<td>CLRS 303 Orientation to Nuclear Medicine</td>
</tr>
<tr>
<td>CLRS 317 Nuclear Medicine Procedures I</td>
</tr>
<tr>
<td>CLRS 318 Nuclear Medicine Procedures II</td>
</tr>
<tr>
<td>CLRS 319 Nuclear Medicine Procedures III</td>
</tr>
</tbody>
</table>

**Humanities/fine arts elective**

VCU students – Select a course from the approved University Core humanities/ fine arts list, including history, religion, literature, philosophy, foreign language, speech.

**English proficiency**

All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in the following CLRS courses: 208, 232, 303, 317, 318, 319, 321, 322, 341, 393, 394, 395, 417, 430, 453, 461, 493, 494 and CLRZ 321 and 322.

The department offers a Bachelor of Science in Clinical Radiation Sciences with the following areas of concentration: radiography, nuclear medicine technology and radiation therapy. Upon meeting prerequisites and gaining admission to the program, students complete a three-year, full-time program that includes general education and professional course work. Graduates of each of the programs are eligible for national certification examinations in their respective area of concentration.

Upon completion of one of the concentrations, the graduate is eligible for the relevant national certification examination administered by the American Registry of Radiologic Technologists. Graduates of the nuclear medicine technology program also are eligible for the certification examination administered by the Nuclear Medicine Technology Certification Board.

**Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in nuclear medicine technology**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes</td>
</tr>
<tr>
<td>Upon completing this program, students will know and know how to do the following:</td>
</tr>
<tr>
<td>• Attain clinical competence in entry level nuclear medicine procedures</td>
</tr>
<tr>
<td>• Communicate effectively with patients, staff and physicians in the Nuclear Medicine department</td>
</tr>
<tr>
<td>• Demonstrate effective written communication</td>
</tr>
<tr>
<td>• Demonstrate critical thinking skills during their nuclear medicine clinical experience</td>
</tr>
<tr>
<td>• Demonstrate critical thinking skills in developing a research project</td>
</tr>
<tr>
<td>• Demonstrate professionalism during their nuclear medicine clinical experience</td>
</tr>
</tbody>
</table>
Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in nuclear medicine technology
(degree completion)

Special requirements

Prerequisites
NMTCB/ARRT Certification (or eligibility*) in nuclear medicine
*Must be NMTCB/ARRT certified within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU's minimum TOEFL score requirements prior to admission.
Enrolled students must earn a minimum grade of C in CLRS 430.

Full- or part-time opportunities to complete a baccalaureate degree are offered for technologists or therapists certified by the American Registry of Radiologic Technologists and/or the Nuclear Medicine Technology Certification Board. In addition to general education and professional course work, the student selects electives from a wide variety of courses, allowing the design of a program that best meets the goals and interests of the individual.

Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in nuclear medicine technology (degree completion)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate effective written communication
- Demonstrate critical-thinking skills in developing a research project

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English composition (3 credits)</td>
</tr>
<tr>
<td>Humanities (3 credits)</td>
</tr>
<tr>
<td>Natural/physical science (3 credits)</td>
</tr>
<tr>
<td>Social science (3 credits)</td>
</tr>
</tbody>
</table>

Collateral requirements (6 credits)

- HCMG 300 Health Care Organization and Services (3 credits)
- STAT 210 Basic Practice of Statistics (3 credits)

Major requirements (13 credits)

- CLRS 206 Cross-sectional Anatomy (2 credits)
- CLRS 292 Nuclear Medicine (2 credits)
- CLRS 318 Nuclear Radiation Procedures IV (2 credits)
- CLRS 330 Radiobiology (2 credits)
- CLRS 430 Radiopharmacy (2 credits)
- CLRS 458 Quality Management in Nuclear Medicine (2 credits)
- CLRS 492 Clinical Education IV (2 credits)
- CLRS 493 Clinical Education V (2 credits)
- CLRS 498 Senior Project (2 credits)
- Open electives (16 credits) (33 credits)

Total minimum requirement
130

Click here to download a sample outline.

Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in nuclear medicine technology
(second modality)

Special requirements

Prerequisites for Certificate/AAS degree holders:
ARRT certification (or eligibility*) in radiography or radiation therapy

Humans course (3 credits)
English composition course (3 credits)
Social science course (3 credits)
General chemistry (+labs) (8 credits)

Prerequisites for AS/AA/AA&S/BS degree holders:
ARRT certification (or eligibility*) in radiography or radiation therapy
General Chemistry (+labs) (8 credits)
Electives (2 credits)
*Must be ARRT certified within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU's minimum TOEFL score requirements prior to admission.
Enrolled students must earn a minimum grade of C in the following CLRS courses: 303, 317, 318, 319, 321, 322, 393, 394, 395, 417, 430, 453, 493, 494 and CLRZ 321 and 322.
Must complete statistics or meet requirements for STAT 210 prior to enrollment.

The department offers second modality B.S. degree concentrations for American Registry of Radiologic Technologists-certified radiographers who desire to continue their professional education and concentrate in radiation therapy, nuclear medicine technology or radiologist assistant. Upon meeting admission prerequisites, students complete a five-semester, full-time course of study including didactic, laboratory and clinical education. Graduates are eligible for additional national professional certification examinations.
### Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in nuclear medicine technology (second modality)

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Attain clinical competence in entry level nuclear medicine procedures
- Communicate effectively with patients, staff and physicians in the Nuclear Medicine department
- Demonstrate effective written communication
- Demonstrate critical thinking skills during their nuclear medicine clinical experience
- Demonstrate critical thinking skills in developing a research project
- Demonstrate professionalism during their nuclear medicine clinical experience

**Admission requirements (10* or 17† credits)**

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English composition†</td>
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<tr>
<td>Humanities†</td>
<td>3</td>
</tr>
<tr>
<td>Social/behavioral science†</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry and labs (equivalent to CHEM/Z 101 and CHEM/Z 102)*†</td>
<td>8</td>
</tr>
<tr>
<td>Electives*</td>
<td>2</td>
</tr>
<tr>
<td>†AS/AA/AA&amp;S/BS degree holders/Certificate/AAS degree holders</td>
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</table>

**Collateral requirements (53 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ARRT Radiography/Radiation Therapy certification</td>
<td>50</td>
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<tr>
<td>STAT 210 Basic Practice of Statistics</td>
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**Major requirements (64 credits)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CLRS 206 Cross-sectional Anatomy</td>
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<tr>
<td>CLRS 303 Orientation to Nuclear Medicine</td>
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<tr>
<td>CLRS 317 Nuclear Medicine Procedures I</td>
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<tr>
<td>CLRS 318 Nuclear Medicine Procedures II</td>
<td>2</td>
</tr>
<tr>
<td>CLRS 319 Nuclear Medicine Procedures III</td>
<td>3</td>
</tr>
<tr>
<td>CLRS and CLRZ 321 Nuclear Medicine Physics and Instrumentation I and Laboratory</td>
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<td>CLRS and CLRZ 322 Nuclear Medicine Physics and Instrumentation II and Laboratory</td>
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<tr>
<td>CLRS 390 Research Methods in the Radiation Sciences (writing and academic research)</td>
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<tr>
<td>CLRS 393 Clinical Education I</td>
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<td>CLRS 394 Clinical Education II</td>
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<td>CLRS 395 Clinical Education III</td>
<td>5</td>
</tr>
<tr>
<td>CLRS 398 Introduction to Research (writing and academic research)</td>
<td>1</td>
</tr>
<tr>
<td>CLRS 407 Introduction to PET/CT</td>
<td>2</td>
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<tr>
<td>CLRS 408 Introduction to Computed Tomography (CT)</td>
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<tr>
<td>CLRS 417 Nuclear Medicine Procedures IV</td>
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<tr>
<td>CLRS 430 Radiobiology</td>
<td>2</td>
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<tr>
<td>CLRS 453 Quality Management in Nuclear Medicine</td>
<td>2</td>
</tr>
<tr>
<td>CLRS and CLRZ 461 Radiopharmaceutical: Preparation and Quality</td>
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<tr>
<td>Control and Radiopharmaceutical Laboratory</td>
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<td>CLRS 488 Senior Seminar</td>
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<tr>
<td>CLRS 493 Clinical Education IV</td>
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<tr>
<td>CLRS 494 Clinical Education V</td>
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<td>CLRS 498 Senior Project</td>
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**Restricted electives (3-5 credits)**

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<tr>
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**Total minimum requirement**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td></td>
<td>130</td>
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</table>

Click here to download a sample outline.

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### Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiation therapy

**Special requirements**

**Entry-level program prerequisites**

To be eligible for admission into any of the entry-level concentrations students must have completed the following prerequisites:

- UNIV 111-112
- MATH 141
- BIOL 205
- PHIS 206 and PHIZ 206
- PHYS 101 and PHYZ 101
- PSYC 101
- Humanities/fine arts elective
- VCU students – Select a course from the approved University Core humanities/fine arts list, including history, religion, literature, philosophy, foreign language, speech.

**English proficiency**

All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in the following CLRS courses: 208, 232, 303, 317, 318, 319, 321, 322, 341, 393, 394, 395, 417, 430, 453, 461, 493, 494 and CLRZ 321 and 322.

The department offers a Bachelor of Science in Clinical Radiation Sciences with the following areas of concentration: radiography, nuclear medicine technology and radiation therapy. Upon meeting prerequisites and gaining admission to the program, students complete a three-year, full-time program that includes general education and professional course work. Graduates of each of the programs are eligible for national certification examinations in their respective area of concentration.

Upon completion of one of the concentrations, the graduate is eligible for the relevant national certification examination administered by the American Registry of Radiologic Technologists. Graduates of the nuclear medicine technology program also are eligible for the certification examination administered by the Nuclear Medicine Technology Certification Board.

### Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiation therapy

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Attain clinical competence in entry level radiation therapy procedures
- Communicate effectively with patients, staff and physicians in the radiation therapy department
- Demonstrate effective written communication
- Demonstrate critical thinking skills during their radiation therapy clinical experience
- Demonstrate critical thinking skills in developing a research project
- Demonstrate professionalism during their radiation therapy clinical experience

**Admission requirements for program**

**Pre-radiation sciences advising track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27-32</td>
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</table>

**Collateral requirements (7 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCMG 300 Health Care Organization and Services</td>
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<tr>
<td>HPEX 250 Medical Terminology</td>
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</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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</tbody>
</table>
Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in radiation therapy (degree completion)

Special requirements

Prerequisites
ARRT Certification (or eligibility*) in radiography

*Must be ARRT certified within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in CLRS 430.

Full- or part-time opportunities to complete a baccalaureate degree are offered for technologists or therapists certified by the American Registry of Radiologic Technologists and/or the Nuclear Medicine Technology Certification Board. In addition to general education and professional course work, the student selects electives from a wide variety of courses, allowing the design of a program that best meets the goals and interests of the individual.

Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in radiation therapy (degree completion)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate effective written communication
- Demonstrate critical-thinking skills in developing a research project

Certificate requirement (50 credits)
ARRT radiography certification

General education courses (12 credits)
- English composition (3 credits)
- Humanities (3 credits)
- Natural/physical science (3 credits)
- Social science (3 credits)

Collateral requirements (6 credits)
HCMG 300 Health Care Organization and Services
STAT 210 Basic Practice of Statistics

Total minimum requirement
129

Click here to download a sample outline.

Clinical Radiation Sciences, Bachelor of Science (B.S.)
with a concentration in radiation therapy (second modality)

Special requirements

Prerequisites
ARRT certification (or eligibility*) in radiography

*Must be ARRT certified in radiography within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in the following CLRS courses: 305, 309, 314, 323, 342, 393, 394, 395, 315, 430, 455, 493, 494.

Must complete statistics or meet requirements for STAT 210 prior to enrollment.

The department offers second modality B.S. degree concentrations for American Registry of Radiologic Technologists-certified radiographers who desire to continue their professional education and concentrate in radiation therapy, nuclear medicine technology or radiologist assistant. Upon meeting admission prerequisites, students complete a five-semester, full-time course of study including didactic, laboratory and clinical education. Graduates are eligible for additional national professional certification examinations.
Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiation therapy (second modality)

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

- Attain clinical competence in entry level radiation therapy procedures
- Communicate effectively with patients, staff and physicians in the radiation therapy department
- Demonstrate effective written communication
- Demonstrate critical thinking skills during their radiation therapy clinical experience
- Demonstrate critical thinking skills in developing a research project
- Demonstrate professionalism during their radiation therapy clinical experience

**Credits**

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<tr>
<th>Admission requirements (61 credits)</th>
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<tr>
<td>ARRT Radiation Therapy certification</td>
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<td>General Education courses (12 credits)</td>
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<tr>
<td>English composition course</td>
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</tr>
<tr>
<td>Humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Natural/physical science course</td>
<td>3</td>
</tr>
<tr>
<td>Social/behavioral science course</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major requirements (65 credits)</strong></td>
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<tr>
<td>CLRS 206 Cross-sectional Anatomy</td>
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<tr>
<td>CLRS 305 Orientation to Radiation Therapy</td>
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<tr>
<td>CLRS 309 Oncologic Patient Care</td>
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<tr>
<td>CLRS 314 Pathology and Treatment Principles I</td>
<td>4</td>
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<tr>
<td>CLRS 323 Radiation Therapy, Techniques and Applications</td>
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<tr>
<td>CLRS 342 Physics for Radiation Therapy</td>
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<tr>
<td>CLRS 390 Research Methods in the Radiation Sciences (writing and academic research)</td>
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<tr>
<td>CLRS 393 Clinical Education I</td>
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<tr>
<td>CLRS 394 Clinical Education II</td>
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<tr>
<td>CLRS 395 Clinical Education III</td>
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</tr>
<tr>
<td>CLRS 398 Introduction to Research (writing and academic research)</td>
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</tr>
<tr>
<td>CLRS 408 Introduction to Computed Tomography (CT)</td>
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<tr>
<td>CLRS 412 Radiation Therapy Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 415 Pathology and Treatment Principles II</td>
<td>4</td>
</tr>
<tr>
<td>CLRS 430 Radiobiology</td>
<td>2</td>
</tr>
<tr>
<td>CLRS 455 Quality Management in Radiation Therapy</td>
<td>2</td>
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<tr>
<td>CLRS 488 Senior Seminar</td>
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<tr>
<td>CLRS 493 Clinical Education IV</td>
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<td>CLRS 494 Clinical Education V</td>
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<tr>
<td>CLRS 498 Senior Project</td>
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<tr>
<td>STAT 210 Basic Practice of Statistics</td>
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<tr>
<td><strong>Restricted electives (3 credits)</strong></td>
<td>3</td>
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<tr>
<td><strong>Total minimum requirement</strong></td>
<td>129</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiography

Special requirements
**Entry-level program prerequisites**
To be eligible for admission into any of the entry-level concentrations students must have completed the following prerequisites:

- UNIV 111-112
- MATH 141
- BIOL 205
- PHS 206 and PHIZ 206
- PHYS 101 and PHYZ 101
- PSYC 101

- Humanities/fine arts elective

- VCU students – Select a course from the approved University Core humanities/fine arts list, including history, religion, literature, philosophy, foreign language, speech.

**English proficiency**

All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in the following CLRS courses: 201, 206, 208, 211, 212, 294, 295, 312, 320, 331, 341, 393, 394, 395, 430, 493, 494 and CLRZ 201.

The department offers a Bachelor of Science in Clinical Radiation Sciences with the following areas of concentration: radiography, nuclear medicine technology and radiation therapy. Upon meeting prerequisites and gaining admission to the program, students complete a three-year, full-time program that includes general education and professional course work. Graduates of each of the programs are eligible for national certification examinations in their respective area of concentration.

Upon completion of one of the concentrations, the graduate is eligible for the relevant national certification examination administered by the American Registry of Radiologic Technologists. Graduates of the nuclear medicine technology program also are eligible for the certification examination administered by the Nuclear Medicine Technology Certification Board.

Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiography

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

- Attain clinical competence in entry level radiography procedures
- Communicate effectively with patients, staff and physicians in the radiography department
- Demonstrate effective written communication
- Demonstrate critical thinking skills during their radiography clinical experience
- Demonstrate critical thinking skills in developing a research project
- Demonstrate professionalism during their radiography clinical experience

**Credits**

<table>
<thead>
<tr>
<th>Admission requirements for program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-radiation sciences advising track</td>
<td>27-32</td>
</tr>
<tr>
<td><strong>Collateral requirements (7 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>HCMG 300 Health Care Organization and Services</td>
<td>3</td>
</tr>
<tr>
<td>HPEX 250 Medical Terminology</td>
<td>1</td>
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<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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<tr>
<td><strong>Major requirements (78 credits)</strong></td>
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<tr>
<td>CLRS 201 Radiographic Imaging and Exposure I and Laboratory</td>
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</tr>
<tr>
<td>CLRS 203 Pathophysiology I</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 204 Pathophysiology II</td>
<td>3</td>
</tr>
</tbody>
</table>
Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiography (degree completion)

Special requirements
Prerequisites
ARRT Certification (or eligibility*) in radiography

*Must be ARRT certified within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in CLRS 430.

Full- or part-time opportunities to complete a baccalaureate degree are offered for technologists or therapists certified by the American Registry of Radiologic Technologists and/or the Nuclear Medicine Technology Certification Board. In addition to general education and professional course work, the student selects electives from a wide variety of courses, allowing the design of a program that best meets the goals and interests of the individual.

Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiography (degree completion)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CLRS 205 Exploring Radiation Sciences</td>
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<tr>
<td>CLRS 206 Cross-sectional Anatomy</td>
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<tr>
<td>CLRS 208 Foundations of Patient Care</td>
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<td>CLRS 211 Radiographic Procedures I</td>
<td>4</td>
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<tr>
<td>CLRS 212 Radiographic Procedures II</td>
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<tr>
<td>CLRS 232 Radiation Safety</td>
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<td>CLRS 294 Introduction to Clinical Education I</td>
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<td>CLRS 295 Introduction to Clinical Education II</td>
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<td>CLRS 312 Radiographic Procedures III</td>
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<td>CLRS 320 Radiographic Imaging and Exposure II</td>
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<td>CLRS 331 Radiographic Imaging Equipment</td>
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<tr>
<td>CLRS 332 Radiographic Pathology</td>
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<td>CLRS 341 Radiation Physics</td>
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<td>CLRS 393 Clinical Education I</td>
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<tr>
<td>CLRS 398 Introduction to Research (writing and academic research)</td>
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<tr>
<td>CLRS 408 Introduction to Computed Tomography (CT)</td>
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<tr>
<td>CLRS 430 Radiobiology</td>
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<tr>
<td>CLRS 488 Senior Seminar</td>
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<td>CLRS 493 Clinical Education IV</td>
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<td>CLRS 498 Senior Project</td>
<td>2</td>
</tr>
</tbody>
</table>

Open electives (18 credits) | 18 |

Total minimum requirement | 130 |

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Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiologist assistant (second modality)

Special requirements
Students must have a minimum of two years of full-time clinical experience at the time of enrollment.

Prerequisites:
ARRT certification (or eligibility*) in radiography
Humanities course (3 credits)
English composition course (3 credits)
Social science course (3 credits)
Natural/physical science course (3 credits)
Open electives (2 credits)

*Must be ARRT certified in radiography within two semesters of enrollment

English proficiency
All non-native applicants must meet VCU’s minimum TOEFL score requirements prior to admission.

Enrolled students must earn a minimum grade of C in the following CLRS courses: 203, 204, 403, 430, 493, 494 and CLRZ 403.

Must complete statistics or meet requirements for STAT 210 prior to enrollment.

The department offers second modality B.S. degree concentrations for American Registry of Radiologic Technologists-certified radiographers who desire to continue their professional education and concentrate in radiation therapy, nuclear medicine technology or radiologist assistant. Upon meeting admission prerequisites, students complete a five-semester, full-time course of study including didactic, laboratory and clinical education. Graduates are eligible for additional national professional certification examinations.
Degree requirements for Clinical Radiation Sciences, Bachelor of Science (B.S.) with a concentration in radiologist assistant (second modality)

### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Attain clinical competence in entry level radiologist assistant procedures
- Communicate effectively with patients, staff and physicians in the radiology department
- Demonstrate effective written communication
- Demonstrate critical thinking skills during their radiologist assistant clinical experience
- Demonstrate critical thinking skills in developing a research project
- Demonstrate professionalism during their radiologist assistant clinical experience

### Credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education requirements (14 credits)</strong></td>
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</tr>
<tr>
<td>English composition course</td>
<td>3</td>
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<tr>
<td>Humanities course</td>
<td>3</td>
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<tr>
<td>Natural/physical science course</td>
<td>3</td>
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<tr>
<td>Social/behavioral science course</td>
<td>3</td>
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<tr>
<td>Open electives</td>
<td>2</td>
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<tr>
<td><strong>Collateral requirements (56 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Proficiency credits (ARRT radiography certification)</td>
<td>50</td>
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<tr>
<td>HCMG 300 Healthcare Organizations and Services</td>
<td>3</td>
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<tr>
<td>STAT 210 Basic Practice of Statistics</td>
<td>3</td>
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<td><strong>Major requirements (44 credits)</strong></td>
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<tr>
<td>CLRS 203 Pathophysiology I</td>
<td>3</td>
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<tr>
<td>CLRS 204 Pathophysiology II</td>
<td>3</td>
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<td>CLRS 206 Cross-sectional Anatomy</td>
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<tr>
<td>CLRS 332 Radiographic Pathology</td>
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<tr>
<td>CLRS 390 Research Methods in the Radiation Sciences (writing and academic research)</td>
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<tr>
<td>CLRS 398 Introduction to Research (writing and academic research)</td>
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<tr>
<td>CLRS and CLRZ 403 Advanced Patient Care for the Imaging Professional and Laboratory</td>
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<tr>
<td>CLRS 430 Radiobiology</td>
<td>2</td>
</tr>
<tr>
<td>CLRS 471 Radiology Imaging Procedures for Radiologist Assistants I</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 472 Radiology Imaging Procedures for Radiologist Assistants II</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 475 Medical Imaging Fundamentals for Radiologist Assistants</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 481 Applied Pharmacology for Radiation Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CLRS 493 Clinical Education IV</td>
<td>5</td>
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<tr>
<td>CLRS 494 Clinical Education V</td>
<td>5</td>
</tr>
<tr>
<td>CLRS 498 Senior Project</td>
<td>2</td>
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<tr>
<td><strong>Restricted electives (16 credits)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total minimum requirement</strong></td>
<td>130</td>
</tr>
</tbody>
</table>

Click here to download a sample outline. 📖
The School of the Arts offers 25 degree programs and comprises more than 3,000 students. With the inclusion of our campus in Qatar come an additional four programs. It all began as one night class taught by Theresa Pollak in the fall of 1928.

The school strives to be a stimulating community of students and teachers who cross the boundaries of conventional art and design disciplines, apply aesthetic and intellectual vision to the expression of complex ideas, value artistic tradition and experimentation in the search for creative solutions, connect international experience with professional education, integrate technical skills with theoretical understanding and care about the impact of their work on people.

Administration
325 North Harrison Street
P.O. Box 842519
Richmond, Virginia 23284-2519
(804) 828-2787
Fax: (804) 828-6469
www.vcu.edu/arts
Joseph Seipel
Dean
Allyson Vanstone
Dean for VCU-Qatar
John Guthmiller
Associate Dean
Christina Lindholm
Associate Dean for Undergraduate Studies
John Risley
Associate Dean for Academic Affairs
Susan King Roth
Senior Associate Dean
Nancy M. Scott
Associate Dean for Academic Administration

Accreditation
VCU School of the Arts is accredited by the National Association of Schools of Art and Design, the National Association of Schools of Dance, the National Association of Schools of Music, and the National Association of Schools of Theatre.

Visual arts
Visual arts degree programs: art education, art history, communication arts, craft and material studies, fashion (design and fashion merchandising), film (cinema), graphic design, interior design, kinetic imaging, painting and printmaking, and sculpture
National Association of Schools of Art and Design
Art education (bachelor’s and master’s degrees)
National Association of Schools of Art and Design, National Council for Accreditation for Teacher Education, Virginia Department of Education
Interior design (bachelor’s degree)
National Association of Schools of Art and Design, Council for Interior Design Accreditation

Performing arts
Dance and choreography (bachelor’s degree)
National Association of Schools of Dance
Music (bachelor’s and master’s degrees)
National Association of Schools of Music
• Music education concentrations (bachelor’s and master’s degrees)
National Council for Accreditation National Association of Schools of Music, for Teacher Education, Virginia Department of Education
Theatre (bachelor’s and master’s degrees)

Programs

The School of the Arts offers degrees in the following areas of study:

Art Education
• Bachelor of Fine Arts
• Master of Art Education

Art History
• Bachelor of Arts
• Master of Arts
• Doctor of Philosophy

Cinema
• Bachelor of Arts

Communication Arts
• Bachelor of Fine Arts

Craft and Material Studies
• Bachelor of Fine Arts
• See Fine Arts concentrations

Dance and Choreography
• Bachelor of Fine Arts

Design
• Master of Fine Arts (with concentrations in interior environments and visual communications)

Fashion
• Bachelor of Arts
• Bachelor of Fine Arts

Fine Arts
• Master of Fine Arts (with concentrations in ceramics, fibers, furniture design, glassworking and jewelry/metalworking; kinetic imaging; painting or printmaking; photography and film; sculpture)

Graphic Design
• Bachelor of Fine Arts

Interior Design
• Bachelor of Fine Arts

Kinetic Imaging
• Bachelor of Fine Arts
• See Fine Arts

Music
• Bachelor of Arts
• Bachelor of Music
• Master of Music

Painting and Printmaking
• Bachelor of Fine Arts
• See Fine Arts

Photography and Film
• Bachelor of Fine Arts
• See Fine Arts

Sculpture
• Bachelor of Fine Arts
• See Fine Arts

Theatre
• Bachelor of Arts
• Bachelor of Fine Arts
• Master of Fine Arts
School of the Arts Visual Resource Center

Virginia Commonwealth University’s Cabell Library houses an extensive collection of books, publications and magazines on the visual and performing arts. VCU subscribes to ARTstor, the largest online image bank for the arts.

VCU is a short distance from Washington, D.C., Baltimore, Philadelphia and New York and the museums, libraries and research facilities in those urban areas.

Undergraduate information

General information
Students who have matriculated in a professional curriculum receive enrollment preference for courses in their program. However, unless otherwise indicated, all courses are open to any student in the university.

Because of the sequence in which course work is arranged, only transfer students will be considered for mid-year admission. With the exception of art history classes, all courses must be taken in their numerical sequence unless approved by the chair of the department in which they are listed.

In many of the courses, a considerable amount of work is done outside the classroom. This work is done in addition to the work done in the scheduled classes students are required to attend. Departments within the school reserve the right to retain examples of student work for permanent collections. Before enrollment, students should contact the appropriate department chair for a more detailed curriculum outline than that which appears in this bulletin.

Academic requirements
Special charges
Internships and cooperative education
Transfer students
Undergraduate credit by examination
500-level courses

Academic requirements
All majors in the School of the Arts must earn a minimum GPA of 2.0 in their major concentration as well as the overall GPA in order to meet the university requirements for graduation.

The department and the student's adviser periodically evaluate the record of each student. If at any time during undergraduate studies the department faculty concludes a student is not demonstrating adequate progress in the area of concentration, the student will be advised to withdraw from that department.

Some degree programs stipulate minimum GPA requirements in the major concentration higher than 2.0 and other special reviews to determine satisfactory progress in their programs. Students are advised to refer to the individual department sections in this bulletin detailing prerequisites (i.e. portfolio reviews, juries, recitals, progress review, etc.) that govern admission to advanced-level study.

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in other current departmental student handbooks or policy documents of the school’s academic departments in which students are registered for courses.

Special charges
All full-time majors enrolled in the School of the Arts are charged a comprehensive fee each semester. The fee schedule is available on the Financial Aid Web site at www.vcu.edu/enroll/sa/tuition. The fees are prorated to the individual departments that determine the expenditures, resulting in a rebate to the students through materials, services and/or equipment, and may include models, field trips or special lectures. Students enrolled in any of the numerous courses that require an additional outlay for materials will be billed for those individual fees by the Student Accounting Department.

Internships and cooperative education
The School of the Arts encourages qualified students to enter into limited and carefully selected internship arrangements. To assist students, departments and programs are encouraged to identify, evaluate and select internship arrangements that will expand and complement the scope of the student’s educational experience, as well as support the missions of the university, school, and department or program.

Internship arrangements are coordinated by the individual department or program and are considered university-supported activities involving enrolled students and faculty. Participants in such arrangements are subject to all applicable university policies and procedures. These policies and procedures include, but are not limited to, conflict of interest, intellectual properties, faculty rights and responsibilities, and those policies and procedures outlined in the VCU Insider Student Handbook and Resource Guide.

While the School of the Arts encourages student internship arrangements, it disallows student internship arrangements when family members serve in a supervisory capacity. Should such an internship arrangement become an option, the approval of the dean must be received prior to completing any final agreement.

The School of the Arts also participates in the Cooperative Education Program. Qualifying students can take part in this program through most departments. A full description of the program appears in the “Division of Student Affairs and Enrollment Services” section of this bulletin.

Transfer students
Departmental faculty committees determine placement in all upper-level courses after evaluating the student’s record, performance, audition and/or creative work.

The student should contact the appropriate department chair at the time of acceptance to arrange for this evaluation before actual enrollment.

Undergraduate credit by examination
Recognizing that VCU enrolls students of varying backgrounds and experiences, the School of the Arts provides its students the opportunity to accelerate their education through “credit by examination.” The conditions under which credit by examination may be given as well as the procedures are outlined in the “Admission to the University” section of this bulletin.

500-level courses
500-level courses are available only to upper-division undergraduate students with the approval of the chair of the department in which the course is offered.

Arts honors
Undergraduate arts majors may earn arts honors. A student must be enrolled in The Honors College and a major within the School of the Arts. To earn arts honors, students must complete 15 credits of arts honors courses and a senior capstone course or experience (this varies with each major).

Current honors course offerings, including arts honors courses are listed at: https://www.pubapps.vcu.edu/honors/academics/courses/index.aspx

Arts honors graduates will be recognized at Commencement with special regalia, and the distinction is noted on the transcript.

Inquirers should be directed to Jody Symula, director of student services. Please e-mail jlsymula@vcu.edu for an advising appointment.

Art Foundation Program

Elissa Armstrong
Associate Director
www.vcu.edu/arts/artfoundation

The mission of the Art Foundation Program is to provide an intellectually rigorous, studio-based experience in the fundamental issues of art and design. The program seeks to develop in its students an enthusiasm for their work, a means to reflect analytically and an ability to cultivate skills that will serve throughout their education. The Art Foundation Program seeks to establish connections between programs in art and design and to participate in a larger forum of ideas and concepts relevant to all of the disciplines.

Completion of the Art Foundation Program is a prerequisite for entry into all fine art and design departments: Art Education, Communication Arts, Craft and Material Studies, Fashion Design, Graphic Design, Interior Design, Kinetic Imaging, Painting and Printmaking, Photography and Film, and Sculpture and Extended Media. Art Foundation provides the basic concepts, skills and experience necessary to pursue advanced studio work in each department.
Students become affiliated with a major department after the departmental portfolio reviews in the spring semester of the Art Foundation year. At that time the student applies to the department of his or her choice. Department acceptance is competitive and is based on individual student performance and potential in their chosen area.

Transfer students in art and design are also required to complete the Art Foundation Program but may be awarded transfer credits based on a case-by-case basis.

Requirements for Art Foundation Program

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

- Understand the fundamentals of art and design
- Introduce issues of contemporary art and design
- Peer and self-critique
- Introduce and encourage opportunities available throughout the university, city, state and abroad
- Develop a body of work for major department review
- A wide variety of approaches to working and making

### Art Foundation Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 134 Time Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
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<tr>
<td>Art history component</td>
<td></td>
</tr>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

**Art foundation courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to art foundation (ARTF) courses.

### Cinema Program

**Robert Tregenza**
Program Head

[www.vcu.edu/arts/cinema](http://www.vcu.edu/arts/cinema)

**Special requirements**

Majors in the Cinema Program are required to complete a second major or double minor within the College of Humanities and Sciences. Students must also maintain a minimum cumulative GPA of 2.5 in the program. Students’ grades will be reviewed at midterm and at the end of each semester for the first three semesters. After completion of three semesters, portfolios and course evaluations, as well as GPAs, are reviewed to determine if the student may continue in the program.

The Bachelor of Arts in Cinema is designed for students who desire a program with an emphasis in film combined with a strong liberal arts component with a second undergraduate major or double minor in fields of study other than the arts. The program focuses on the art and craft of narrative filmmaking with an emphasis on the practices of U.S. independent filmmakers. The style and content of U.S. independent film are often closely aligned with European cinema and the program offers opportunities for international study options. Internships with professional film organizations in the U.S. and abroad are available on a competitive basis.

Full-time students enrolled in this program may graduate with the B.A. after three years of study by completing required course work in the summer semester following the third year.

Filmmaking courses in the program, which comprise approximately one-third of the curriculum, focus on the understanding and creative use of digital film equipment. Students interested in both digital and traditional celluloid film and documentary, as well as narrative techniques, should review the school’s Bachelor of Fine Arts program in photography and film, which offers nearly two-thirds of the curriculum in film courses. Students interested in animation or experimental video should review the B.F.A. in Kinetic Imaging program.

The B.A. in Cinema requires a minimum of 120 credits, including 48 in the major. At least 45 of the 120 credits must be taken as 300- to 500-level courses.

### Degree requirements for Cinema, Bachelor of Arts (B.A.)

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Operate film equipment and screenwriting, editing, scheduling and budgeting software
- Gain an international film perspective
- Create all aspects of the art of storytelling
- Produce narrative short films
- Develop creative collaborations
- Synthesize other disciplines with filmmaking

#### General Education requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/ fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional General Education requirements (9 credits)**

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Follow this link to cinema (CINE) courses.
General Education courses 9

Collateral requirements (36-54 credits)
ARTH 270, 271 History of the Motion Picture 6
Second major or two minors in the College of Humanities and Sciences (30-48 credits) 30-48

Major requirements (42 credits)
CINE 100 Visual Storytelling 2
CINE 101 Visual Storytelling 2
CINE 200 Cinema Form and Concept I 2
CINE 201 Cinema Form and Concept II 2
CINE 300 Cinema Form and Concept III 2
CINE 301 Cinema Form and Concept IV 2
CINE 390 Digital Cinema Production Intensive I 15
CINE 490 Digital Cinema Production Intensive II 15

Open electives or second major or minor courses 12

Total minimum requirement 120

Electives
CINE 401 Advanced Cinema Production 2
CINE 495 Cinema as Art 2
CINE 496 Advanced Screenwriting Seminar 2
CINE 497 Expanded Cinema 2

Click here to download a sample outline.

Department of Art Education

The Department of Art Education supports instruction in art that encourages the construction of meaning. Faculty and students are actively involved with the art world, education and local and global communities through art-based service-learning, visual culture studies, critical thinking, exhibition, assessment, curriculum, critical theory and emerging digital technologies (virtual and interactive).

The department emphasizes interdisciplinary connections throughout the School of the Arts and the university as a whole. Through their own research and instruction, art teacher candidates engage their students and themselves in traditional and nontraditional forms of inquiry to contribute to the continuing growth and strength of the profession.

Administration
Sara Wilson McKay
Associate Professor and Interim Department Chair
www.vcu.edu/arts/arteducation

Art education courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to art education (ARTE) courses.

Art Education, Bachelor of Fine Arts (B.F.A.)

Special requirements

Admission
Undergraduate students admitted to the School of the Arts who have successfully completed the Art Foundation Program (or the equivalent at another institution) are eligible to apply through the Department of Art Education to enter the program.

Transfer students and students currently attending VCU must have a minimum cumulative GPA of 2.0 to be considered for departmental admission; however, there is a higher cumulative GPA requirement of 2.8 for departmental admission to teacher preparation (see below for more information).

Accepted students

Acceptance students are required to attend an orientation session with an academic adviser from the Department of Art Education. Transfer students, second-degree-seeking students, double majors and change of major students are required to meet with the administrative director prior to beginning coursework in the department. The name and contact information of academic advisers may be obtained from the Department of Art Education.

Art education policy of reasonable progress

A student majoring in art education who does not enroll in courses in the major for three or more consecutive semesters (not including summers) will be dismissed from the program. To continue in the program, students must reapply to the program, submitting a portfolio and undergoing a grade review. Declared double majors not enrolled in ARTE courses for three consecutive semesters (not including summers) are required to state their intention to continue the major in writing to the chair.

Course failures and withdrawals

All students must successfully complete the courses outlined in the curriculum. Students must earn a minimum grade of C in all ARTE courses. A student who earns a grade of D or F or withdraws from any required course may repeat the course once. If a grade of D or F is earned in the repeated course or if the student withdraws, the student will be terminated from the program. Students with special circumstances who wish to remain in the major may appeal to the chair and receive approval in writing to continue in the program.

Cautionary status

If a student’s GPA falls below 2.8 or if a faculty member raises concerns about a student’s professional disposition at any point, the student will be put on cautionary status. The chair will review students designated with cautionary status each semester to determine continuation in the program. Students will be notified if they are placed on cautionary status.

Pre-teacher preparation

During the first two semesters in the Department of Art Education, students should complete ARTE 310 during the fall semester and ARTE 311 during the spring semester. Note: ARTE 310 is a prerequisite of ARTE 311.

Students will be required to register for and take the required Praxis I exams (or show proof of exemption by official SAT or ACT score reports) and take the required Virginia Communication and Literacy Assessment exam during ARTE 310. Students must successfully pass their Praxis I and VCLA exams in order to be eligible for departmental admission into teacher preparation (see below for further explanation). Any student that has not successfully passed the Praxis I exams by the time they complete ARTE 311 must set up a meeting with the department chair.

It is advised that students complete ARTE 250, EDUS 301 and TEDU 330/ARTE 450 during their first year in the Department of Art Education.

Teacher Preparation Program

All students are required to apply for teacher preparation during ARTE 311. Students who do not have passing test scores at that time will be eligible to reapply in the fall for spring teacher prep admission. Students are granted provisional teacher prep acceptance pending successful second year review.

Applications are due to the administrative director by established deadlines of each semester. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed enrollment in ARTE 401 the following semester.

Requirements for departmental admission to teacher preparation:

- Submission of completed Application to Teacher Preparation form by established deadline
- Minimum of 2.8 cumulative GPA
- Successful completion of ARTE 310 and 311 (6 credits)
- Passing scores on required Praxis I exams or exemption with SAT or ACT scores (www.ets.org)
- Passing scores on required VCLA
Departmental admission to the Teacher Preparation Program is required for enrollment in practicum courses (ARTE 401 and 402) and clinical internship (ARTE 404, TEDU 485 and 486). Note: ARTE 401 is a prerequisite of ARTE 402. Enrollment is granted to ARTE 401 and ARTE 402 through an override from the Department of Art Education.

**Second-year review**
A review of student work, GPA and dispositions takes place at the completion of ARTE 311. Reviews are rated satisfactory or unsatisfactory or provisional. The student must receive a satisfactory or provisional evaluation from the faculty to continue in the program. Students who receive provisional approval will be reviewed by the chair after each practicum to determine continuation in the program.

Students must register for and take the required Praxis II: Art Content Knowledge exam (www.ets.org) before they apply for clinical internship (student teaching).

During teacher preparation, students will continue to complete required art history, studio and general studies course work.

**Clinical internship**
All students are required to complete a full semester of clinical internship (student teaching). Students must complete and submit an application to the clinical internship by the established deadline in order to be eligible. If students do not complete their applications on time with hard copies of passing score reports, they will not be guaranteed acceptance into clinical internship. Students are granted provisional student teaching acceptance pending successful faculty practicum review.

**Requirements for clinical internship:**
- Departmental admission into the Teacher Preparation Program
- Submission of completed departmental application for clinical internship by established deadline
- Successful completion of all other required course work
- Minimum of 2.8 cumulative GPA
- Minimum of 3.0 GPA in art education courses and no grade lower than a C
- Passing scores on the Praxis I or exemption with SAT or ACT scores
- Passing scores on the Virginia Communication and Literacy Assessment
- Passing scores on the Praxis II: Art Content Knowledge exam
- Completion of the online Child Abuse Prevention training and certification of successful completion
- Submission of a tuberculosis screening must accompany the application for clinical internship and must be dated no more than a year from the expected date of completion of clinical internship
- Successful faculty practicum review

The art education program is an approved teacher preparation program that complies with the professional standards of the Virginia Department of Education and the Southern Association of Colleges and Schools. It is further accredited by the National Council for Accreditation of Teacher Education and the National Association of Schools of Art and Design. All of these agencies assure the highest professional program standards. Graduates of the program are eligible for Virginia teacher license to teach art in pre-kindergarten through grade 12.

## Degree requirements for Art Education, Bachelor of Fine Arts (B.F.A.)

### Learning outcomes
Upon completing this program, students will know and know how to do the following:
- Students will develop a professional philosophical position about the relevance and importance of art education.
- Students will implement/acquire a variety of art instructional strategies that
  - reflect an understanding of the artistic, cognitive, emotional and social development of children as well as
  - national, state and local curricular standards and
  - assessment techniques in order to meet the needs of diverse learners.
- Students will be able to create and adapt learning environments that address the needs of all students.
- Students will be able to design assessment methods to
  - measure student knowledge and skills,
  - improve student learning and
  - further professional practice.
- Students will teach art in ways that engage traditional and contemporary artists (diverse in regards to gender, ethnicity, sexual identity, social class and other dimensions of identity).
- Students will seek internships, service-learning positions and local, national and international experiences that lead to research and deepen engagement with diverse communities.

### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Additional General Education requirements (9 credits)

| EDUS 301 Human Development and Learning                  | 3       |
| Non-Western history                                      | 3       |
| Literature elective*                                     | 3       |

### Collateral requirements (57 credits)

<table>
<thead>
<tr>
<th>Art Foundation Program</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
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<tr>
<td>ARTF 134 Time Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 139 Project</td>
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</table>

<table>
<thead>
<tr>
<th>Art history</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
</tr>
<tr>
<td>PAPR 205 Painting, Basic</td>
<td>4</td>
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<tr>
<td>SCPT 211 Basic Sculpture 1</td>
<td>4</td>
</tr>
<tr>
<td>2-dimensional elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>3-dimensional elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Ceramics elective*</td>
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<tr>
<td>Contemporary art history*</td>
<td>3</td>
</tr>
<tr>
<td>Non-Western art history*</td>
<td>3</td>
</tr>
<tr>
<td>Photography elective*</td>
<td>3-4</td>
</tr>
<tr>
<td>Studio art or art history open electives (from ARTE, ARTH, COAR, CRAF, PAPR, PIHTO, SCPT)</td>
<td>7</td>
</tr>
<tr>
<td>Upper-level art history (ARTH course at the 300 level or higher)</td>
<td>3</td>
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</tbody>
</table>

The art education program is an approved teacher preparation program that complies with the professional standards of the Virginia Department of Education and the Southern Association of Colleges and Schools. It is further accredited by the National Council for Accreditation of Teacher Education and the National Association of Schools of Art and Design. All of these agencies assure the highest professional program standards. Graduates of the program are eligible for Virginia teacher license to teach art in pre-kindergarten through grade 12.
Major requirements (33 credits)
ARTH 250 Computer Technology in Art Education 3
ARTH 303 Foundations of Art Education 3
ARTH 311 Art Education Curriculum and Instructional Procedures 3
ARTH 401 Art Education Elementary Materials and Practicum 4
ARTH 402 Art Education Secondary Materials and Practicum 4
ARTH 404 Clinical Internship Seminar (capstone) 1
ARTH 450 Art for the Exceptional Student (or TEDU 330 Survey of Special Education) 3
TEDU 485 Directed Student Teaching I 6
TEDU 486 Directed Student Teaching II 6

Total minimum requirement 120

Electives
2-dimensional elective
ARTH 408 Two-dimensional Art Experiences
PHTO course numbered 200-499
PHTO course numbered 200-499

3-dimensional elective
ARTH 409 Three-dimensional Art Experiences
CRAF course numbered 200-499
SCPT course numbered 200-499

Ceramics elective
CRAF 240 Introduction to Ceramics
CRAF 241 Ceramics: Handbuilding
CRAF 242 Ceramics: Wheelthrowing

Contemporary art history
ARTH 302 Museums in the 21st Century
ARTH 330 20th-century Art and Architecture ARTH 339
ARTH 340 Art and Architecture of the United States
ARTH 365 Modern and Contemporary Art I
ARTH 366 Modern and Contemporary Art II
ARTH 430 Modern Painting
ARTH 431 Modern Sculpture
ARTH 435 Modern and Contemporary Art I
ARTH 436 Modern and Contemporary Art II
ARTH 439 Studies in 20th-century Art

Literature
ENGL 201 Western Literature I
ENGL 202 Western Literature II
ENGL 203 British Literature I
ENGL 204 British Literature II
ENGL 205 American Literature I
ENGL 206 American Literature II
ENGL 215 Textual Analysis
ENGL 216 Readings in Narrative
ENGL 236/GSWS 236 Women in Literature
ENGL 241 Shakespeare’s Plays
ENGL/TEDU 386 Children’s Literature I

Non-Western art history
ARTH 207 Introduction to Non-Western Art
ARTH 245 Survey of Asian Art
ARTH 260 Islamic Art Survey
ARTH 261 Islamic Art Survey
ARTH 301 Art and Architecture of Ancient North America
ARTH 311 Islamic Art and the West Before 1200
ARTH 312 Islamic Art and the West From 1200 to 1600
ARTH 335 Pre-Columbian Art and Architecture
ARTH 338 Colonial Art and Architecture of Latin America
ARTH 339 Modern and Contemporary Art and Architecture of Latin America
ARTH 350/451 African and Oceanic Art
ARTH 358/AFAM 358 African Art and Architecture
ARTH 440/AFAM 440 Contemporary Art and Architecture of Africa
ARTH course numbered 445-454

Photography elective
ARTH 307 Photography in Art Education
PHTO 243 Photography
PHTO 245 Design Photography I
PHTO 491 Topics in Photography and Film

Click here to download a sample outline.

Department of Art History

The Department of Art History offers programs that acquaint students with the humanistic discipline of art historical inquiry. While providing students with the opportunity for a broad education drawing on the liberal arts and humanities, the department also emphasizes a close bond with the studio and performing arts and enjoys a close relationship with the other departments in the School of the Arts.

The department offers a broad-based education in the humanistic discipline of art history at the baccalaureate, master's and doctoral levels. Overseas studies are available through university-sponsored programs abroad in Europe and Asia. Graduate assistantships and fellowships are available to full-time graduate students.

Administration

Michael Schreffler
Associate Professor and Department Chair
www.vcu.edu/arts/arthistory

Art history courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to art history (ARTH) courses.

Art History, Bachelor of Arts (B.A.) with a concentration in architectural history

Special requirements

Art history majors must earn a minimum grade of C in each ARTH course to be applied to the curriculum requirements. In addition to the requirements for application to the School of the Arts, applicants to the art history program must submit a writing sample a research paper in the humanities not to exceed 20 pages.

The architectural history curriculum, with strong liberal arts and studio components, is a comprehensive architectural history program that emphasizes the study of both Western and non-Western architecture. This program affords the student an excellent background for graduate work in architectural history and/or art history, as well as career opportunities in the field. Given the region's rich and diverse architectural resources, this program provides an unusual opportunity for on-site studies. By providing the student with additional studio training in art history, such as architectural presentation graphics and urban studies and planning, this program offers a well-rounded knowledge of architectural history.

Degree requirements for Art History, Bachelor of Arts (B.A.) with an architectural history concentration

Learning outcomes

Upon completing this program, students will know and know how to do the following:

• Practice precise and thorough observation
• Write and speak effectively about art and architecture
• Acquire knowledge of key monuments, artists and art movements in the history of art
• Conduct research using art historical methods

General Education requirements

Credits
University Core Education Curriculum (minimum 21 credits)
  UNIV 111 Focused Inquiry I 3
  UNIV 112 Focused Inquiry II 3
  UNIV 200 Writing and Rhetoric 3
  Approved humanities/fine arts 3
  Approved natural/physical sciences 3-4
  Approved quantitative literacy 3-4
  Approved social/behavioral sciences 3-4

Additional General Education Requirements (9 credits)
  ANTH, GEOG, HIST or RELS 9

Collateral requirements (29 credits)
  ENGL 215 Textual Analysis 3
  FREN, ITAL, SPAN or GRMN 202 3
  HIST (any) 12
  Fine arts studio (CRAF, SCPT, PAPR or PHTO) 11

Major requirements (42 credits)
  ARTH 103, 104 Survey of Western Art 6
  ARTH 317, 318 History of Architecture 6
  ARTH 390 Art Historical Methods 3
  ARTH capstone (select one course) 3
  Non-Western art history (select two courses from the list below) 6
  Western architectural history (select six courses from the list below) 18

Open electives (16-19 credits) 16-19

Total minimum requirement 120

Art history course selections
  • Western architectural history (18 credits) – ARTH 305, 310, 315, 320, 325,
    330, 333, 334, 340, 343, 415, 417, 424, 425, 426, 440, 441, 461, 489*, 591*
  • Non-Western art history (6 credits) – ARTH 207, 301, 335, 345, 347, 350,
    358, 440, 449, 450, 451, 452, 454, 489*, 504, 549, 552, 554, 591*
  • Capstone (3 credits) – ARTH 490, 493 or 497

*ARTH 489 and 591 may be counted only with department approval in the appropriate category.

Click here to download a sample outline.

Degree requirements for Art History, Bachelor of Arts (B.A.) with an art historical concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Practice precise and thorough observation
• Write and speak effectively about art and architecture
• Acquire knowledge of key monuments, artists and art movements in the history of art
• Conduct research using art historical methods

General Education requirements
  University Core Education Curriculum (minimum 21 credits)
    UNIV 111 Focused Inquiry I 3
    UNIV 112 Focused Inquiry II 3
    UNIV 200 Writing and Rhetoric 3
    Approved humanities/fine arts 3
    Approved natural/physical sciences 3-4
    Approved quantitative literacy 3-4
    Approved social/behavioral sciences 3-4

Additional General Education Requirements (9 credits)
  ANTH, GEOG, HIST or RELS 9

Collateral requirements (27 credits)
  ENGL 215 Textual Analysis 3
  FREN, ITAL, SPAN or GRMN 202 3
  HIST XXX (any) 12
  HIST XXX (any) 3
  Fine arts studio (CRAF, SCPT, PAPR or PHTO) 6

Major requirements (42 credits)
  ARTH 103, 104 Survey of Western Art 6
  ARTH 390 Art Historical Methods 3
  ARTH capstone (select one course from the list below) 3
  Emergence of Western tradition (select one course from the list below) 3
  Modern and contemporary (select three courses from the list below) 9
  Non-Western art history (select two courses from the list below) 6
  Renaissance and Baroque (select two courses from the list below) 6
  Unrestricted ARTH electives (select two courses from the list below) 6

Open electives (18-21 credits) 18-21

Total minimum requirement 120

Art history course selections
  • Emergence of Western tradition (3 credits) – ARTH 300, 305, 317, 489*, 591*
  • Renaissance and Baroque (6 credits) – ARTH 315, 318, 320, 338, 415, 417,
    489*, 519, 524, 591*
  • Modern and contemporary (9 credits) – ARTH 270, 271, 318, 325, 330,
    430, 439, 440, 441, 444, 461, 489*, 529, 539, 542, 544, 555, 556, 571, 574,
    575, 591*
  • Non-Western (6 credits) – ARTH 207, 301, 335, 345, 347, 350, 358, 440,
    449, 450, 451, 452, 454, 489*, 504, 549, 552, 554, 591*
  • Capstone (3 credits) – ARTH 490, 493 or 497

*ARTH 489 and 591 may be counted only with department approval in the appropriate category.

Click here to download a sample outline.
Art history, minor in

A minor in art history consists of 18 credits in art history. These credits must include either six in the survey of Western art or eight in the survey of world art, plus 12 credits in four additional period courses. The student must select one course each from the following categories: (1) classical, (2) medieval, (3) Renaissance, (4) Baroque/18th century, (5) 19th and 20th century and (6) non-Western.

Department of Communication Arts

James B. Miller
Professor and Department Chair
www.vcu.edu/arts/communicationarts

Communication arts is the study and exploration of the qualities, disciplines and technologies that enable us to create and communicate with insight and vision. Our studies are firmly rooted in understanding the power of image and art to communicate.

Communication arts includes studies in:

• Drawing, which is the fundamental means to articulate ideas; it is elemental to everything we do.
• Illustration, a discipline with a rich history in drawing, painting, design and print media, which is being expanded by powerful new tools and technologies.
• Visual studies, which encompasses studio, historical, conceptual and theoretical issues that include analysis and exploration of image, media, content and context.

Study leads to a Bachelor of Fine Arts and students may choose an emphasis in either communication arts or scientific and preparatory medical illustration.

Communication arts courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to communication arts (COAR) courses.

Communication Arts, Bachelor of Fine Arts (B.F.A.)

Special requirements

A cumulative GPA of 2.5 in the major is expected for continuance in the program.

The curriculum in the sophomore year builds a strong foundation for communication arts majors, with courses in communication theory, visual communications history, the figure, traditional drawing and painting media, typography, and basic communication arts software. The junior year concentrates on the specifics of concept development, photography, sequencing and traditional and digital illustration projects. The senior year offers the opportunity for students to select from a variety of interest areas within the major, including imagery for children, art direction, image and movement, and webpage design. All senior students are required to take a course in business practice and ethics and complete a comprehensive portfolio project.

Communication arts student portfolios and GPAs are reviewed at the end of the sophomore and junior years to determine if the student may continue in the program. The student should present a portfolio that demonstrates, at a minimum, evidence of sufficient progress, competence and potential. In order to take a course, students must pass all required prerequisite courses with a minimum grade of a C.

Degree requirements for Communication Arts, Bachelor of Fine Arts (B.F.A.)

Learning outcomes

• Students will demonstrate proficiency in drawing, including the figure.
• Students will demonstrate conceptual and critical thinking.
• Students will articulate conceptual and visual ideas to communicate content.
• Students will demonstrate competence in the use of traditional media.
• Students will demonstrate competence in the use of digital media and emerging technologies.
• Students will demonstrate knowledge of the historical and current context of communication arts.
• Students will demonstrate ethical and professional practices.

General Education requirements

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional General Education requirements (9 credits)

Humanities/fine arts, natural/physical sciences, social/behavioral sciences

Literature

3

Collateral requirements (26 credits)

Art Foundation Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
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<tr>
<td>ARTF 132 Surface Research</td>
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</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 134 Time Studio</td>
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</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
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Art history

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
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Arts upper-division electives | 6

Major requirements (57 credits)

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>COAR 200 Visual Studies: Drawing</td>
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<tr>
<td>COAR 201 Drawing Studies: The Figure Observed</td>
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<tr>
<td>COAR 202 Drawing Studies: The Figure in Context</td>
<td>3</td>
</tr>
<tr>
<td>COAR 210 Visual Studies: Design</td>
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<tr>
<td>COAR 211 Fundamentals of Typography</td>
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<tr>
<td>COAR 231 Basic Communication Arts Software</td>
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<td>COAR 300 Illustration: Drawing and Painting</td>
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<tr>
<td>COAR 320 Concept Drawing</td>
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<td>COAR 321 Sequential Imaging</td>
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<td>COAR 331 Photographic Principles in Visual Communications</td>
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<tr>
<td>COAR 332 Digital Drawing</td>
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<tr>
<td>COAR 352 History of Visual Communications I</td>
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<tr>
<td>COAR 353 History of Visual Communications II</td>
<td>3</td>
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<tr>
<td>COAR 450 Business of Communication Arts</td>
<td>3</td>
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<tr>
<td>COAR 464 Senior Portfolio</td>
<td>6</td>
</tr>
<tr>
<td>COAR upper-division electives</td>
<td>9</td>
</tr>
</tbody>
</table>

Open upper-division electives (7 credits) | 7

Total minimum requirement | 120

Click here to download a sample outline.
Communication Arts, Bachelor of Fine Arts (B.F.A.) with a concentration in scientific and preparatory medical illustration

Special requirements
A cumulative GPA of 2.5 in the major is expected for continuance in the program.

The curriculum in the sophomore year builds a strong foundation for communication arts majors, with courses in communication theory, visual communications history, the figure, traditional drawing and painting media, typography, and basic communication arts software. The junior year concentrates on the specifics of concept development, photography, sequencing and traditional and digital illustration projects. The senior year offers the opportunity for students to select from a variety of interest areas within the major, including imagery for children, art direction, image and movement, and webpage design. All senior students are required to take a course in business practice and ethics and complete a comprehensive portfolio project.

Communication arts student portfolios and GPAs are reviewed at the end of the sophomore and junior years to determine if the student may continue in the program. The student should present a portfolio that demonstrates, at a minimum, evidence of sufficient progress, competence and potential. In order to take a course, students must pass all required prerequisite courses with a minimum grade of a C.

Degree requirements for Communication Arts, Bachelor of Fine Arts (B.F.A.) with a scientific and preparatory medical illustration concentration

Learning outcomes
- Students will demonstrate proficiency in drawing, including the figure.
- Students will demonstrate conceptual and critical thinking.
- Students will articulate conceptual and visual ideas to communicate content.
- Students will demonstrate competence in the use of traditional media.
- Students will demonstrate competence in the use of digital media and emerging technologies.
- Students will demonstrate knowledge of the historical and current context of communication arts.
- Students will demonstrate ethical and professional practices.

General Education requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
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<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>Approved quantitative literacy</td>
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</tr>
<tr>
<td>Approved social/ behavioral sciences</td>
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</table>

Additional General Education requirements (12 credits)

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOL 151 and BHOZ 152 Introduction to Biological Science I and Laboratory</td>
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<tr>
<td>BIOL 205 Basic Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>CHEM and CHEZ 101 General Chemistry and Laboratory I</td>
<td>4</td>
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</table>

Collateral requirements (40 credits)

<table>
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<tbody>
<tr>
<td>Art Foundation Program</td>
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<tr>
<td>ARTF 131 Drawing Studio</td>
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<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
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<tr>
<td>ARTF 133 Space Research</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COAR 201 Drawing Studies: The Figure Observed</td>
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<tr>
<td>COAR 341 Scientific Illustration</td>
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<td>COAR 352 History of Visual Communications I</td>
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<tr>
<td>COAR 450 Business of Communication Arts</td>
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<tr>
<td>COAR 464 Senior Portfolio</td>
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</tr>
<tr>
<td>COAR upper-level studio classes</td>
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</tr>
</tbody>
</table>

Total minimum requirement 124

Click here to download a sample outline.

Department of Craft and Material Studies

The Department of Craft and Material Studies is housed in the new Fine Arts Building that includes private and semi-private graduate studios. These new facilities provide a safe and excellent physical environment in which to work. Students have access to well-equipped studios in each of the five media areas along with a computer lab and wood shop. The building also houses the facilities for sculpture, painting and printmaking, and kinetic imaging. Interaction among departments is encouraged.

In addition to the Bachelor of Fine Arts in Craft and Material Studies, the department offers graduate course work leading to the Master of Fine Arts in Fine Arts degree in five disciplines: ceramics, fiber, furniture design, glassworking and jewelry/metalworking.

The M.F.A. is the terminal degree in the studio areas and is a requirement for most university teaching positions. Every effort is made to assist students in gaining valuable teaching experience while they are in the program. The department aids the students financially through a variety of scholarships and graduate assistantships. Opportunities exist for qualified students to teach courses during the academic year and in summer school.

Administration
Sonya Clark
Professor and Department Chair
www.vcu.edu/arts/craft

Craft and material studies courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/veucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to craft and material studies (CRAF) courses.

Craft and Material Studies, Bachelor of Fine Arts (B.F.A.)

ARTF 134 Time Studio 3
ARTF 139 Project 2

Art history

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
</tr>
<tr>
<td>BIOL 152 and BHOZ 152 Introduction to Biological Science I and Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 218 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 301 Comparative Vertebrate Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>CHEM and CHEZ 102 General Chemistry and Laboratory 2</td>
<td>4</td>
</tr>
<tr>
<td>PHIS and PHIZ 206 Human Physiology</td>
<td>4</td>
</tr>
</tbody>
</table>

Craft and Material Studies, Bachelor of Fine Arts (B.F.A.)
The Department of Craft and Material Studies offers a professionally oriented program that leads to a Bachelor of Fine Arts with focus areas in ceramics, fiberwork/fabric design, glassworking, metalsmithing/jewelry or woodworking/furniture design. Within these areas of specialization, courses are designed to assist students in developing concepts, personal direction, and the necessary skills and technical competencies to enable them to pursue a professional career or graduate study. In addition to the areas of study, students have the opportunity for a diverse education in the liberal arts and humanities. Students are encouraged to select courses in other schools in the university that will add to their general knowledge. A student may elect a minor area of study in any department or program offering a minor. The minor can be used to fulfill career objectives or to investigate a discipline of secondary interest.

Career opportunities for craft majors include setting up an independent studio or gallery, restoration or repair work, teaching or participating in the Artist-in-Residence programs in the public schools, and consulting and designing for industry.

**Degree requirements for Craft and Material Studies, Bachelor of Fine Arts (B.F.A.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

1. An understanding of aesthetic and multicultural issues: The students will demonstrate an understanding and proficiency in craft, design, art and issues.
2. An understanding of the contemporary field of craft: Students will demonstrate and understand the symbolic relationship and potential impact of contemporary craft and art on culture. Students will be able to contextualize individual artistic research within art history and contemporary art.
3. Utilize critique skills: The students will be able to use knowledge gained from critique to improve creative work. The students will demonstrate proficiency in critiquing peers’ creative work. The students will be able to demonstrate critical thinking about their own work and that of others.
4. Technical development and proficiency: The students will demonstrate proficiency of basic, intermediate and advanced craft techniques within their specific field media.
5. Professional practice: The students will demonstrate an understanding of the career demands of a contemporary craft artist, and how to pursue a career through multiple paths.
6. Become skilled maker: The students will be able to develop comprehensive and unique portfolios. Students will be able to develop and articulate their own ideas — conceptual and formal — via conversation, presentation skills and writing.
7. Independent reflection: The students will develop an understanding in their ability to interpret their individual motivation in their artwork and studio practice. Students will be able to maintain a self-motivated and self-directed mode of research/studio practice.

**Special requirements**

The Bachelor of Fine Arts in Craft and Material Studies requires a minimum of 120 credits, including 47 in the major. A minimum of 45 of the 120 credits must be 300- and/or 400-level courses. To be admitted into the major, students must successfully complete Art Foundation requirements. Students become affiliated with a major department after the departmental portfolio reviews in the spring semester of the Art Foundation year. At that time the student applies to the department of his or her choice. Department acceptance is competitive and is based on individual student performance and potential in their chosen area. To enroll in an advanced-level craft course, majors must have earned a minimum grade of C in all courses prerequisite for that course.

**Export**

- **Major requirements (49 credits)**
  - CRAF 211, 221, 240, 251, 252, 261, 262
  - CRAF 282 Sophomore Seminar

- **Open electives (8 credits)**
  - 8

- **Total minimum requirement**
  - 120

**Electives**

- Art history non-Western: select 3 credits
  - ARTH 104 Survey of Western Art II
  - ARTH 105 Survey of Western Art I
  - ARTH 104 Survey of Western Art II
- Basic craft: select 12 credits
  - CRAF 211, 221, 240, 251, 252, 261, 262
- Advanced craft: select 24 credits

Click here to download a sample outline.

---

**Craft and material studies, minor in**

Successful completion of the Art Foundation Program is a prerequisite for the minor, which consists of a minimum of 18 credits in craft and material studies courses. Of these 18, a minimum of nine credits must be in upper-level courses.

---

**Department of Dance and Choreography**

James Frazier
Associate Professor and Department Chair
www.vcu.edu/arts/dance

The mission of the Department of Dance and Choreography is to create an environment where the student experiences the demands and challenges of the professional dancer/choreographer. In a community setting where communication, mutual respect and self-motivation are encouraged, classes provide students with...
Students should become proficient in modern dance and a diverse range of other dance techniques. The objective is to maximize students’ potential to become versatile dancers of technical excellence.

Students need to experience a range of opportunities for performing, presenting original choreography and working behind the scenes in a professionally oriented production or a season of dance events presented to the public.

Students should gain a global and historical perspective of dance as an art form with an emphasis on contemporary approaches to dance making and performance.

Students need to develop writing and critical-thinking skills.

Dance and choreography courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow these links to to dance and choreography (DANC) courses or the DANZ laboratories.

Dance and Choreography, Bachelor of Fine Arts (B.F.A.)

Special requirements

An audition is required for acceptance into the dance program. Applicants must follow the admissions guidelines for arts students as described in the “Admission to the university” section of the bulletin.

To be eligible for graduation, dance majors must meet the proficiency requirements of having completed two semesters of level IV technique (DANC 401-402) or achieved an equivalent through departmentally approved summer study. In order to graduate, students must also complete a senior project, which is a practical presentation in both performance and choreography. Senior projects are approved in multiple stages by a review committee composed of full-time faculty members. Eligibility is based on the student’s overall academic record (credits earned, requirements met). Approval in stage one is based on the quality of the student’s written proposal; in stage two it is based upon evaluation/review of the student’s completed project proposed for presentation.

The Bachelor of Fine Arts in Dance and Choreography requires a total of 120 credits, with 90 of those credits as the major core curriculum. Alongside courses outside of the department, dance-focused academics and creative process-oriented classes (i.e. composition and choreography), dance majors are typically required to take two technique classes daily throughout the majority of their studies. The continuous study of modern dance and ballet is a strong component of the curriculum. In addition to modern dance and ballet, elective courses in jazz, tap, hip hop, improvisation, ballet and other specialty topics courses are offered, rounding out a curriculum that also involves studies in kinesiology and anatomy, dance history, music, etc. Within the core there are opportunities for repetory experience and for independent study.

The dance major program is rigorous. Students’ technique placement within the required major courses is determined through departmental assessment and placement processes. Formal evaluation procedures include a placement class for entering students, juried examinations at the end of the first semester of the freshman and sophomore years and every semester of the junior and senior years. In the second semester of the freshman and sophomore years the jury is folded into a comprehensive career evaluation called the Freshmen Review and the Sophomore Readmittance Exam, respectively. These career evaluations are to assess each student’s progress in relationship to the standards of the program and progress toward degree completion. Students in the major program may be notified of probationary status after the Freshmen Review. All majors must pass the Sophomore Readmittance Exam in order to continue in the major. This exam stands on its own as a separate evaluation from course grades.

The VCU dance program provides abundant opportunities for students to interact with faculty and guest artists in academic, professional, creative and performance contexts. Within the School of the Arts, dance students have frequent opportunities to work collaboratively with other students in the arts. Possibilities include the visual arts, participation in multimedia events and productions outside the dance department. Any dance major can perform in numerous formal concerts, informal showings and lecture-demonstrations produced by the department. Opportunities also are available for training in teaching, but students interested in earning state certification should consult their advisers.

Degree requirements for Dance and Choreography, Bachelor of Fine Arts (B.F.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Students should achieve proficiency in improvisation, composition, choreography and related art forms that encourage creativity and an individual point of view.
- Students should become proficient in modern dance and a diverse range of other dance techniques. The objective is to maximize students’ potential to become versatile dancers of technical excellence.
- Students need to experience a range of opportunities for performing, presenting original choreography and working behind the scenes in a professionally oriented production or a season of dance events presented to the public.
- Students should gain a global and historical perspective of dance as an art form with an emphasis on contemporary approaches to dance making and performance.
- Students need to develop writing and critical-thinking skills.

General Education requirements

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
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Additional General Education requirement (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>DANC 103 Survey of Dance History (ballet)</td>
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</tr>
<tr>
<td>DANC 104 Survey of Dance History (modern dance)</td>
<td>3</td>
</tr>
<tr>
<td>DANC 313 Dance in World Cultures or DANC 413 African American Presence in American Dance</td>
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Major requirements (81 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>DANC 101-102 Modern Dance Technique I and Workshop</td>
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<tr>
<td>DANC 105 Improvisation</td>
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<tr>
<td>DANC 107 Music and Dance Forms</td>
<td>2</td>
</tr>
<tr>
<td>DANC 111-112 Ballet Technique I</td>
<td>4</td>
</tr>
<tr>
<td>DANC 162 Rehearsal and Performance</td>
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<tr>
<td>DANC 201-202 Modern Dance Technique II and Workshop</td>
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<tr>
<td>DANC 205-206 Composition</td>
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<tr>
<td>DANC 207 Studies in Music for Dance</td>
<td>3</td>
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<tr>
<td>DANC 211-212 Ballet Technique II</td>
<td>4</td>
</tr>
<tr>
<td>DANC 260 Dance Production Workshop</td>
<td>2</td>
</tr>
<tr>
<td>DANC 301-302 Modern Dance Technique III and Workshop</td>
<td>6</td>
</tr>
<tr>
<td>DANC 303-304 Choreography/Performance</td>
<td>6</td>
</tr>
<tr>
<td>DANC 311-312 Ballet Technique III</td>
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<tr>
<td>DANC 317 Anatomy for the Dancer</td>
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<tr>
<td>DANC 318 Dance Science</td>
<td>3</td>
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<tr>
<td>DANC 401-402 Modern Dance Technique IV and Workshop</td>
<td>6</td>
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<tr>
<td>DANC 407 Teaching Methods for Dance</td>
<td>3</td>
</tr>
<tr>
<td>DANC 411 Ballet Technique IV</td>
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</tr>
<tr>
<td>DANC 490 Senior Project (capstone)</td>
<td>3</td>
</tr>
<tr>
<td>DANZ 111 Ballet Technique I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>DANZ 112 Ballet Technique I Laboratory</td>
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</tr>
</tbody>
</table>
Students must demonstrate comprehensive and theoretical understanding.

Students must demonstrate writing and critical-thinking skills.

Students must demonstrate proficiency in modern dance and a diverse range of other dance techniques. The objective is to maximize students' potential to become versatile dancers of technical excellence.

Students must demonstrate a global and historical perspective of dance as an art form with an emphasis on contemporary approaches to dance making and performance.

Students must demonstrate proficiency in improvisation, composition, choreography and related art forms that encourage creativity and an individual point of view.

Students must pass auditions for both programs and meet VCU academic requirements for dance majors when they enroll in the Richmond Ballet Trainee Program. Within this concentration, Richmond Ballet trainees enroll as full-time VCU dance majors when they enroll in the Richmond Ballet Trainee Program. Students must pass auditions for both programs and meet VCU academic requirements for admission.

Students in the performance/Richmond Ballet concentration must pay tuition for both the VCU and the Richmond Ballet Trainee programs.

VCU’s Department of Dance and Choreography offers a four-year degree concentration within the B.F.A. specifically designed for Richmond Ballet trainees. The two-year trainee program of the Richmond Ballet provides intensive study and opportunities to perform in concert with the Richmond Ballet Company. Within this concentration, Richmond Ballet trainees enroll as full-time VCU dance majors when they enroll in the Richmond Ballet Trainee Program. Students must pass auditions for both programs and meet VCU academic requirements for admission. Once admitted into this special program, students receive credit in the Department of Dance and Choreography for their pre-professional training at the Richmond Ballet while taking general education courses and modern dance technique at VCU. Upon completion of the two-year trainee program, those students who do not join the Richmond Ballet Company can become full-time dance majors at VCU, on track to finish a B.F.A. in Dance and Choreography in two more years. They then have the opportunity to continue to refine their dance performance skills at VCU while enjoying the range of educational opportunities offered by the university. This program also is designed to enable Richmond Ballet trainees to expand their potential through departmental course offerings such as improvisation, dance sciences, anatomy for dancers, dance history, music and dance forms, contact improvisation, teaching methods, dance management, video/choreography, lighting design and dance, and dance production.

Dance and Choreography, Bachelor of Fine Arts (B.F.A.)

with a concentration in performance/Richmond Ballet

Special requirements
An audition is required for acceptance into the dance program. Applicants must follow the admissions guidelines for arts students as described in the “Admission to the university” section of the bulletin.

The two-year trainee program of the Richmond Ballet provides intensive study and opportunities to perform in concert with the Richmond Ballet Company. Within this concentration, Richmond Ballet trainees enroll as full-time VCU dance majors when they enroll in the Richmond Ballet Trainee Program. Students must pass auditions for both programs and meet VCU academic requirements for admission.

Students in the performance/Richmond Ballet concentration must pay tuition for both the VCU and the Richmond Ballet Trainee programs.

Technique proficiency standard
All dance majors in the Richmond Ballet Trainee BFA must complete ballet technique to the level DANC 412 and modern technique to the DANC 302 level (or an equivalent approved by the chair and full-time faculty) to be eligible for graduation.

University Core Education Curriculum (minimum 21 credits)

- UNIV 111 Focused Inquiry I
- UNIV 112 Focused Inquiry II
- UNIV 200 Writing and Rhetoric
- Approved humanities/fine arts
- Approved natural/physical sciences
- Approved quantitative literacy
- Approved social/behavioral sciences

Additional General Education requirement (9 credits)

- DANC 103-104 Survey of Dance History
- DANC 313 Dance in World Cultures
- DANC 413 African

American Presence in American Dance, Performance and Social Contexts

Degree requirements for Dance and Choreography,
Bachelor of Fine Arts (B.F.A.) with a concentration in performance/Richmond Ballet

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Students must demonstrate proficiency in improvisation, composition, choreography and related art forms that encourage creativity and an individual point of view.
- Students must demonstrate proficiency in modern dance and a diverse range of other dance techniques. The objective is to maximize students' potential to become versatile dancers of technical excellence.
- Students must demonstrate a global and historical perspective of dance as an art form with an emphasis on contemporary approaches to dance making and performance.
- Students must demonstrate writing and critical-thinking skills.
- Students must demonstrate comprehensive and theoretical understanding of the field.
DANC 319, 320 Video/Choreography Workshop  
DANC 360 Lighting Design for Dance  
DANC 371, 372 Repertory  
Approved topics courses

Click here to download a sample outline.

**Dance, minor in**

Students can begin accruing credit hours toward a dance minor at any time. Requests for the minor can be made only after the student has earned a minimum of eight credits in dance at VCU, with a minimum overall GPA of 3.0. (Transfer credits are not accepted toward the minor.) Minor requests are to be submitted to the dance minor adviser and approved by the department chair. The minor consists of a total of 25 credits. Students wishing to minor in dance should expect that not all classes are offered each term. Also, most classes for the minor are designated “non-major,” which generally means they are open to the university population and fill quickly.

No audition is required for the dance minor.

**Credits**

<table>
<thead>
<tr>
<th>Dance technique</th>
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<tbody>
<tr>
<td>Select from: DANC 114, 121, 122, 126, 127, 133, 134, 155, 156, 183, 184, 214, 221, 222</td>
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<thead>
<tr>
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<tbody>
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<td>Select from: DANC 105, 106, 315, 316</td>
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</table>

<table>
<thead>
<tr>
<th>Dance history</th>
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</thead>
<tbody>
<tr>
<td>Select from: DANC 103, 104, 313, 413</td>
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</table>

<table>
<thead>
<tr>
<th>Dance elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select from: DANC 243, 319, 320, 343, 360 (or 205, 206 only with permission of the chair)</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 25

---

**Department of Fashion Design and Merchandising**

TBA  
Department Chair  
www.vcu.edu/arts/fashion

The Department of Fashion Design and Merchandising offers two programs: the fashion design track leads to a Bachelor of Fine Arts degree and the fashion merchandising track leads to a Bachelor of Arts degree.

Both tracks are extremely time consuming. Students are expected to put class attendance and study time above other campus activities or employment.

All students are required to have a laptop computer. The department can provide specifications.

Students must take classes in the sequence prescribed by the department and adhere to all prerequisites. Failure to comply can lengthen the number of semesters necessary for completion of degree requirements.

Internships provide not only experience but industry contacts, and are strongly recommended. They may be conducted primarily during the summer semester.

**Fashion design and merchandising courses**

Descriptions for all courses offered by the university may be accessed through the online course database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to fashion design and merchandising (FASH) courses.

---

**Fashion, Bachelor of Arts (B.A.) with a concentration in fashion merchandising**

The major in fashion merchandising requires a strong background in marketing, business and specialized professional courses with an emphasis on globalism. Students are directed toward assignments that will develop their skills in research, writing, presentation and critical thinking. Graduates find career opportunities in fashion forecasting, product development, advertising and promotion, retail management, buying, and international marketing.

Internships provide not only experience but industry contacts, and are strongly recommended. They may be conducted primarily during the summer semester.

Study abroad programs are readily available for fashion merchandising majors.

**Degree requirements for Fashion, Bachelor of Arts (B.A.) with a fashion merchandising concentration**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

1. Implement technical skills: The program will provide students with technical knowledge and skills of contemporary computer software.

2. Utilize problem-solving: Apply quantitative and qualitative skills to problem-solving within the apparel industry. Students will be familiar with the various levels of the fashion industry, and understand how the different business levels and segments intersect. Students will have knowledge of numerous occupations in the fashion industry.

3. Understand the fashion industry and its occupations: Students will understand the workings of the wholesale segment of the fashion industry including market segmentation, buyer behavior and career opportunities. Numerous simulations and outside evaluators will be used.

4. Understand the wholesale industry: Students will understand how theoretical perspectives on markets, trade and economic development can be applied to historical and current data on production, consumption and trade.

5. Understand global economics: Students will understand how theoretical perspectives on markets, trade and economic development can be applied to historical and current data on production, consumption and trade.

6. Application of the design principles: Students will successfully apply the elements and principles of design to various fashion-related projects and presentations.

7. Knowledge of the theory of contemporary fashion: Students will be aware of the historical significance of fashion in contemporary history.

8. Application of merchandising math: Students will demonstrate understanding of the fashion buyer’s job with regard to merchandise planning and control.

**General Education requirements**

**University Core Education Curriculum (minimum 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
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<tr>
<td>Approved humanities/fine arts</td>
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<tr>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
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</tbody>
</table>

**General Education directed electives* (9 credits)**

**Collateral requirements (31 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202 Accounting for Non-business Majors</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
</tr>
<tr>
<td>INFO 162 Digital Literacy: Spreadsheets Skills I</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 323 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 301 Marketing Principles</td>
<td>3</td>
</tr>
</tbody>
</table>
Utilize problem-solving skills: Apply investigative and research skills in
the completion of studio projects.

Implement industry-standard computer technology.

Demonstrate professional visual and oral presentation skills.

Understand the global nature of the fashion industry.

Study abroad programs are readily available for fashion design majors.

Degree requirements for Fashion, Bachelor of Fine Arts (B.F.A.) with a
concentration in fashion design

Upon completing this program, students will know and know how to do the
following:

1. Utilize problem-solving skills: Apply investigative and research skills in
the completion of studio projects.

2. Implement industry-standard computer technology.

3. Demonstrate professional visual and oral presentation skills.

4. Understand the global nature of the fashion industry.

General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
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<td>UNIV 200 Writing and Rhetoric</td>
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<td>Approved natural/physical sciences</td>
<td>3-4</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional General Education requirements (9 credits)

- English literature or foreign language                     | 3      |
- General education electives from the College of Humanities and Sciences | 6      |

Collateral requirements (23 credits)

- Art Foundation Program
  - ARTF 131 Drawing Studio                                  | 3      |
  - ARTF 132 Surface Research                                | 3      |
  - ARTF 133 Space Research                                  | 3      |
  - ARTF 134 Time Studio                                     | 3      |
  - ARTF 139 Project                                        | 2      |
- Art History
  - ARTH 103, 104 Survey of Western Art                     | 6      |
- Art history elective                                      | 3      |

Major requirements (61 credits)

- FASH 201 Construction Techniques                          | 3      |
- FASH 202 Draping                                           | 3      |
- FASH 203-204 Pattermaking                                 | 6      |
- FASH 205-206 Fashion Drawing                              | 6      |
- FASH 290 Textiles for the Fashion Industry                | 3      |
- FASH 301 Design I Studio (two sections)                   | 6      |
- FASH 302 Design I Studio (two sections)                   | 6      |
- FASH 319 Contemporary Fashion                             | 3      |
- FASH 345 Computers for Fashion Design: Adobe Photoshop and Illustrator | 3      |
- FASH 401 Design II Studio (two sections)                  | 6      |
- FASH 402 Design II Studio (two sections)                  | 6      |
- FASH 403 Design Theory and Illustration I (two sections)  | 6      |
- FASH 404 Design Theory and Illustration II (portfolio)    | 3      |
- FASH 490 Fashion Seminar                                  | 1      |

Choose courses at 300 level or higher

Open electives (6 credits)

Choose courses at 300 level or higher

Total minimum requirement 120

Click here to download a sample outline.

Fashion, Bachelor of Fine Arts (B.F.A.) with a
concentration in fashion design

Special requirements

Sophomores are required to purchase departmentally approved dress forms.

The fashion design curriculum offers technical and design courses that provide
skills required in the fashion industry. Individual designs are presented in two-
dimensional form, developed and perfected through techniques used in the fashion
industry, and then executed in final and three-dimensional form in fabrics
appropriate to the design. Junior design students are encouraged to complete
internships in the fashion industry in New York City. Internships provide not only
experience but industry contacts, and are strongly recommended. They may be
conducted primarily during the summer semester.

Study abroad programs are readily available for fashion design majors.

Mission statement

The Department of Graphic Design encourages the exploration of diverse
problem-solving methodologies, innovative investigations and creative research in
all forms of communication. It is dedicated to excellence in teaching, scholarship,
aademic and creative research and professional practice. The Department of
Graphic Design provides both an undergraduate and graduate education stressing
creative and intellectual thinking; awareness of individual, social, cultural and
communicative issues; the integration of new technology; and a concern for
ethical implications and the natural environment. The program actively contributes
to the university, local, state, national and international communities through its
scholarly and creative activities, educational programs and service efforts.
**Degree requirements for Bachelor of Fine Arts, Graphic Design (B.F.A.)**

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

- **Utilize forms of communication:** With a sense of aesthetics, personal and professional integrity, and message clarity, students will utilize visual and verbal forms of communication to convey ideas and information.

- **Address needs of client and audience:** Students will demonstrate an understanding of their responsibility to client and audience — determining needs, structuring problems and solving problems creatively.

- **Focus on ethics:** Students will solve communication problems with a focus on their positive ethical impact upon culture and society.

- **Embrace technology as a vehicle of communication:** Students will demonstrate the ability to use new and emerging technology as a vehicle of effective communication and a means for the invention of expressive form.

- **Practice design as a dynamic process:** Students will understand and practice design as a process that relies upon intuition, reason, ideation methods and effective research for the creation of appropriate and inventive solutions.

**General Education requirements**

**University Core Education Curriculum (minimum 21 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111</td>
<td>Focused Inquiry I</td>
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</tr>
<tr>
<td>UNIV 112</td>
<td>Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200</td>
<td>Writing and Rhetoric</td>
<td>3</td>
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</table>

- Approved humanities/fine arts
- Approved natural/physical sciences
- Approved quantitative literacy
- Approved social/behavioral sciences

3-4

**Additional General Education requirements (9 credits)**

- General Education electives

9

**Collateral requirements (20 credits)**

**Art Foundation Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARTF 131</td>
<td>Drawing Studio</td>
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<td>ARTF 132</td>
<td>Surface Research</td>
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<td>ARTF 133</td>
<td>Space Research</td>
<td>3</td>
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<tr>
<td>ARTF 134</td>
<td>Time Studio</td>
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<td>ARTF 139</td>
<td>Project</td>
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**Art history**

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**Major requirements (51 credits)**

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<tr>
<td>GDES 205</td>
<td>Design Methods and Processes</td>
<td>3</td>
</tr>
<tr>
<td>GDES 211</td>
<td>Typography I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 212</td>
<td>Design Form and Communication</td>
<td>3</td>
</tr>
<tr>
<td>GDES 213</td>
<td>Typography II</td>
<td>3</td>
</tr>
<tr>
<td>GDES 214</td>
<td>Imaging I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 216</td>
<td>Imaging II</td>
<td>3</td>
</tr>
<tr>
<td>GDES 252</td>
<td>History of Visual Communication</td>
<td>3</td>
</tr>
<tr>
<td>GDES 253</td>
<td>Theory and Philosophy in Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>GDES 343</td>
<td>Systems in Design</td>
<td>3</td>
</tr>
<tr>
<td>GDES 345</td>
<td>Print I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 346</td>
<td>Visual Narrative I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 347</td>
<td>Interaction I</td>
<td>3</td>
</tr>
<tr>
<td>GDES 365</td>
<td>Print II</td>
<td>3</td>
</tr>
</tbody>
</table>

6. Students are required to have a laptop computer and appropriate software upon initial entry into the graphic design program. Students will receive the specific technology requirements upon acceptance into the program. Students have an option to purchase a computer package at an academic discount or lease the same equipment through the School of the Arts Computer Center.

**Graphic Design, Bachelor of Fine Arts (B.F.A.)**

**Special requirements**

Once accepted, students must maintain a minimum 2.5 GPA in GDES courses to continue in the program. Student GDES course work GPA is monitored at the end of fall and spring semesters. A student with GDES course work GPA that falls below 2.5 by the end of any semester is placed on departmental probation for the next semester. Students placed on GDES GPA probation must bring their GDES course work GPA to a minimum of 2.5 by the end of the following semester. Students failing to bring their GDES course work GPA to a minimum of 2.5 by the end of that semester are no longer permitted to continue in the program.

**Admission and standards of graphic design**

Students who have successfully completed the Art Foundation Program may apply for admission into the graphic design B.F.A. program. Due to the sequence of the required graphic design courses, students are admitted only in the fall semester. All applicants must submit a portfolio of work. The Department of Graphic Design uses the portfolio evaluation criteria established in the School of the Arts for initial acceptance.

Students who wish to transfer into the Graphic Design Program must first apply to the Art Foundation Program for evaluation. A transfer student who has successfully completed the Art Foundation Program must demonstrate equivalent preparation at another institution and submit a portfolio of work for review by the Department of Graphic Design. Transfer students admitted into the graphic design program must complete all major requirements determined to be missing from their transcript. All applicants must submit a portfolio of work. The Department of Graphic Design will use the portfolio evaluation criteria established in the School of the Arts to determine if the student may continue in the program. Additionally, the following courses must be completed at the end of the sophomore year to be eligible for continuation in the program: GDES 202, 204, 205, 211, 212, 213, 214, 216, 252.

A portfolio review of graphic design studio work takes place at the end of the junior year. The student’s portfolio, GPA and individual course evaluations are evaluated during this review to determine if the student may continue in the graphic design program.
The Department of Interior Design is accredited by the Council for Interior Design Accreditation. The mission of the department is to provide an intellectually rigorous, studio-based experience grounded in the issues of interior architecture. The department develops in its students an enduring passion and curiosity for their major and each semester they continue in the program.

The department also offers a Master of Fine Arts in Interior Design program prepares students for careers in interior design or entry into programs of advanced study. The department also offers a Master of Fine Arts in Interior Design in a first-professional track and a postprofessional track. These tracks seek to produce competent creative designers whose design solutions are based on human response in the contemporary environment. Mastery of design skills, development of productive habits, knowledge of resources and an awareness of interrelated disciplines equip the student with the tools and expertise necessary to pursue creative design positions.

The department relates with the professional interior design community through a variety of activities. The faculty invites featured speakers to share experiences, and the department relates with the professional interior design community through a variety of activities. The faculty invites featured speakers to share experiences, while encouraging connections between these activities and the larger forum of opportunities for student involvement.

The department offers limited accelerated undergraduate preparation for those individuals who lack full preparation. Assessment of the individual candidate’s needs will determine the scope of the preparatory course work. This is an opportunity to gain the skills and design experiences required to qualify for admission to the graduate degree program.

Learning outcomes

Upon completing this program, students will know and know how to do the following:

1. **Students will demonstrate professional values.** The students will demonstrate professional values that address client and user needs in response to the built environment, professional ethics, environmental ethics and the role of sustainability in the practice of interior design. Students will demonstrate an understanding of a global perspective approach to thinking and problem-solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the sustainability of the building; understanding of the implications of conducting the practice of design within a world market). Students will demonstrate critical and analytical thinking, creative thinking, and the ability to think visually and volumetrically. Students will demonstrate professional discipline (i.e., time management, organizational skills) and active listening skills. Students will understand the importance of community and public service.

### Electives

- GDES 300 Creative Strategies
- GDES 308 Web Page Design
- GDES 310 Graphic Design: Publications
- GDES 311 Graphic Design: Interactive Design
- GDES 315 Time-based Media
- GDES 341 Art Direction I
- GDES 356 Studio Management
- GDES 366 Visual Narrative II
- GDES 391 Lecture Topics in Design
- GDES 392 Research/Individual Study
- GDES 407 Senior Project
- GDES 411 Communication Design: Design Studio
- GDES 412 Typography III
- GDES 413 Package Design
- GDES 414 Exhibition and Environmental Graphic Design
- GDES 415 Communication Design: Motion Graphics
- GDES 416 Motivational Graphics
- GDES 417 Interdisciplinary Team Design
- GDES 418 Design Center
- GDES 419 Electronic Imaging
- GDES 445 Problem Seeking
- GDES 491 Studio Topics in Design
- GDES 492 Design Internship

Click here to download a sample outline. 📚
Students must earn a minimum 2.5 GPA on all work before entering the program. Students who have successfully completed the Art Foundation Program may apply to the Art Foundation Program for evaluation. A student must submit a second portfolio established in the School of the Arts for initial acceptance. A student must demonstrate knowledge of design fundamentals including design elements and principles, color principles, theories and systems, theories of design and composition, and principles and theories of lighting design. Students will demonstrate an understanding of the theories of human behavior in the built environment including human factors (ergonomics, anthropometrics), the relationship between human behavior and the built environment, and an understanding of the principles of sustainability. Students will demonstrate knowledge of the history of art, architecture and design.

Students will demonstrate knowledge and application of the design process and two- and three-dimensional design elements and principles in the development of the spatial envelope. Student work will demonstrate programming skills, including problem identification, identification of client and user needs, and information gathering research and analysis (functional requirements, code research, sustainability issues, etc.).

Student work will demonstrate competent schematic design, concept development and problem-solving (concept statements, conceptual drawings, space planning). Student work will demonstrate competent design development skills (selection of finishes and materials; furniture selection and plan, plans, elevations, sketches, and study models; luminaires and lighting sources; design justification solutions in relation to the program and concept; appropriate selection and application of decorative architectural elements). Student work will demonstrate competent skills in preparing drawings, schedules and specifications as an integrated system in a single project. Student work should demonstrate an understanding of appropriate selection and application of art and accessories, the ability to custom design interior elements, way-finding methods and graphic identification. Student work must demonstrate understanding that design solutions affect and are impacted by building systems and interior materials. Students must demonstrate understanding of the impact of laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.

Student work will demonstrate competence in drafting and lettering, both manual and computer-aided techniques; illustrative drawing; and presentation of color, materials and furnishings. Students must express ideas clearly in oral presentations and critiques; communicate clearly in writing of specifications, schedules, and contracts and other business-related documents, such as project programs, concept statements, reports, research papers, resumes and correspondence. Student work must demonstrate the student’s ability to successfully render the design intent using two- and three-dimensional methods (manual and computer-aided).

Students will demonstrate a foundation in business and professional practices. Students will demonstrate understanding of project management (estimating, budget management, contract administration, information management, conflict resolution, assessment processes including post-occupancy evaluation). Students must demonstrate knowledge of licensing and registration requirements for interior designers and professional design organizations, Students must demonstrate understanding of basic business computer applications (word processing, spreadsheets) and business procedures (marketing, strategic planning).

### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/arts</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### Additional General Education requirements (minimum 9 credits)

- General education electives (300- to 400-level) : 6
- General education elective: 3

### Collateral requirements (20 credits)

- **Art Foundation Program**
  - ARTF 131 Drawing Studio : 3
  - ARTF 132 Surface Research : 3
  - ARTF 133 Space Research : 3
  - ARTF 134 Time Studio : 3
  - ARTF 139 Project : 2

- **Art history**
  - ARTH 103, 104 Survey of Western Art : 6

### Major requirements (64 credits)

- IDES 201 Introductory Interior Design Studio I : 4
- IDES 202 Introductory Interior Design Studio II : 4
- IDES 211 Interior Graphics I : 3
- IDES 212 Interior Graphics II : 3
- IDES 231 Fundamentals of Interior Design : 3
- IDES 251 Historic Environments: Ancient through 19th Century : 3
- IDES 252 Historic Environments: 20-21st Centuries : 3
- IDES 301 Interior Design Studio I : 4
- IDES 302 Interior Design Studio II : 4
- IDES 311 Advanced Interior Graphics I : 3
- IDES 312 Advanced Interior Graphics II : 3
- IDES 321 Interior Materials and Textiles : 3
- IDES 323 Light and Color in Interior Environments : 3
- IDES 400 Senior Interior Design Studio I : 4
- IDES 401 Senior Interior Design Studio II (capstone) : 4
- IDES 422 Building Systems : 3
- IDES 431 ID Business Practices (ethics) : 3
- IDES 441 Senior Design Seminar I (capstone) : 2
- IDES 442 Senior Design Seminar II (capstone) : 2
- IDES 493 Interior Design Internship : 3

### Art/design electives (minimum 6 credits)

- Art/design elective (any) : 3
- Art/design elective (300- to 400-level) : 3

### Total minimum requirement

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum</td>
<td>21</td>
</tr>
<tr>
<td>Additional General Education requirements</td>
<td>9</td>
</tr>
<tr>
<td>Collateral requirements</td>
<td>20</td>
</tr>
</tbody>
</table>

- **Total minimum requirement** : 60

- **Click here to download a sample outline.**

### Standards of interior design

1. Students who have successfully completed the Art Foundation Program may enter the program in the fall semester only. All applicants must submit a portfolio of work. The department uses the portfolio evaluation criteria established in the School of the Arts for initial acceptance. A second portfolio review of interior design studio work takes place at the end of the sophomore year. The faculty uses the portfolio as an advising tool to determine student placement in the program. The student’s GPA also is evaluated to determine if the student may continue in the program. The following courses must be completed at the end of the sophomore year to be eligible for continuation in the program: IDES 201, 202, 211, 212, 231, 251, 252 and 311.

2. Students who wish to transfer into the interior design program must first apply to the Art Foundation Program for evaluation. A student must demonstrate equivalent preparation at other institutions and submit a portfolio of work for review by interior design faculty. Transfer students admitted into the program must complete all major requirements determined to be missing from their academic design experience.

3. Students must complete the required pre- and corequisites of the program in the order presented in the curriculum outline. This structure enables students to develop knowledge and skill bases in interior design that will prepare them for upper-level interior design studio courses (IDES 301, 302, 400 and 401) and successful entry into the interior design profession.

4. Students must earn a minimum 2.5 GPA on all work before entering the program, in the semester immediately before entering the major and each semester they continue in the program. Students must maintain a minimum grade of C in each studio in order to continue to the next semester of studio courses.

5. Students are required to have a laptop computer and appropriate software upon entry into the interior design program. The department recommends a specific computer package that is used throughout the academic year. The package is updated each year because of changes in computer technology.
The total cost is approximately $3,800 and financial aid is available to those who qualify. An interior design student kit also is required upon initial entry into the program; it contains a variety of drawing supplies for graphics and interior design studios. Students will receive the computer requirements and student kit requirements upon acceptance into the program.

6. Students with experience in interior design or related fields may challenge some interior design courses based on regulations for “Credit by Examination” as stated in this bulletin. Students must be accepted into the interior design program and challenges are based upon demonstrated experience, portfolio work and professional years of experience. No more than nine credit hours may be challenged and the challenge may not be requested during the final semester before graduation. Courses that may be challenged include: IDES 211, 212, 231, 321, 324 and 431.

7. A student majoring in interior design who does not enroll in courses in the major as a full-time student for three or more consecutive semesters (including summer) must reapply to the program, submitting a portfolio and undergoing a grade review.

Department of Kinetic Imaging

Pam Turner
Associate Professor and Department Chair
www.arts.vcu.edu/kineticimaging

The Department of Kinetic Imaging prepares students to use video, animation and sound for the purpose of art-making, self-expression and experimentation. The kinetic imaging programs are designed for students who want to study video art, sound design and experimental two-dimensional and three-dimensional animation. Emphasis is placed on artistic uses of the media.

The department offers an undergraduate curriculum leading to a Bachelor of Fine Arts in Kinetic Imaging as well as a graduate level program that results in a Master of Fine Arts in Fine Arts.

Kinetic imaging courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to kinetic imaging (KINE) courses.

Kinetic Imaging, Bachelor of Fine Arts (B.F.A.)

The Department of Kinetic Imaging prepares students to use video, animation and sound for the purpose of art-making, self-expression and experimentation. The program is designed for students who want to study video art, sound design and experimental two- and three-dimensional animation. Emphasis is placed on artistic uses of the media.

Degree requirements for Kinetic Imaging, Bachelor of Fine Arts (B.F.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Students will know how to communicate effectively and purposefully, while using the full potential of contemporary tools and creative skills.
- Students will be able to produce works of art in video and animation, with a knowledge and command of the grammar of the moving image (animation, video and hybrids), virtual environments and sonic arts.
- Students will be cognizant of critical social and cultural issues pertinent to the pervasive presence of media and digital technology.
- Students will be able to communicate both in an oral and written context regarding their work and the context of current audio/video art.

General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
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<tr>
<td>Approved natural/physical sciences</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional General Education requirements (9 credits)

| History                                                   | 3       |
| Humanities/fine arts/social science/science               | 3       |
| Literature                                                | 3       |

Collateral requirements (20 credits)

<table>
<thead>
<tr>
<th>Art Foundation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
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</tr>
<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 134 T4 Time Studio</td>
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</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
</tr>
<tr>
<td>Art history</td>
<td></td>
</tr>
<tr>
<td>ARTH 103 Survey of Western Art</td>
<td>3</td>
</tr>
<tr>
<td>ARTH 104 Survey of Western Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Major requirements (63 credits)

| KINE 208 Introduction to Computer Techniques              | 3       |
| KINE 233 Media Arts Survey                                | 3       |
| KINE 234 Introduction to Animation                        | 3       |
| KINE 235 Electronic Animation I                           | 3       |
| KINE 236 Introduction to Video                            | 3       |
| KINE 237 Sound Communications                             | 3       |
| KINE 336 Video 1                                         | 3       |
| KINE 338 Computer Graphics II: 3-D Modeling              | 3       |
| KINE 357 Critical Issues in the Media                     | 3       |
| KINE 403 Senior Studio                                    | 3       |
| Emphasis area electives (300 level or above) — courses in KINE or any School of the Arts area (except art education) or approved ENGL (creative writing) or WRLD (world cinema) | 30     |

Emphasis area lecture or seminar (300 level or above) — courses in KINE or any School of the Arts area (except art education) or approved ENGL (creative writing) or WRLD (world cinema)

Open electives (7 credits)

| Open electives                                           | 7       |

Total minimum requirement 120

Click here to download a sample outline.

Department of Music

The Department of Music is committed to the advancement of Western art music and jazz as academic disciplines, as fields of professional endeavor and as a viable presence in the community. Entrance and graduation requirements comply with the National Association of Schools of Music guidelines. Each department offers degree programs at the baccalaureate and master’s levels, and each of them are described in detail on individual program pages within the Bulletins Web site.

Participating in the VCU musical community means involvement in a musically rich environment of studio lessons, small classes, independent study and participation in performing organizations, as well as hearing outstanding professional performers in the classical and jazz traditions. On-campus master classes with major touring artists are an important addition to the regular instructional program. Student soloists also may appear with regional and university ensembles. Through the Mary Anne Rennolds Chamber Concerts and other events, the department is one of the region's major sponsors of music performances.

Approximately 330 students choose to major in music, with many other students from throughout the university taking courses and participating in ensembles. There are 20 full-time faculty, more than half of whom hold doctorates, in addition...
to 45 part-time instructors. Among the faculty are internationally recognized performers, composers, researchers and teachers — musician-educators who are active in all facets of the professional music world. The faculty includes members and regular performers with ensembles that include the Richmond and Virginia Symphonies, the New York Philharmonic, the Virginia Opera, Rhythm and Brass, the Great American Music Ensemble and National Chamber Players. The faculty maintains a high level of recognition through each individual's publications, recordings, international performances and lectures.

The department is housed in two buildings. The principal facility is the W.E. Singleton Center for the Performing Arts, which includes the 502-seat Sonia Vlahcevic Concert Hall, faculty offices, rehearsal rooms and special studios for organ, percussion and piano. The James W. Black Music Center has a 347-seat recital hall, classrooms, practice rooms, rehearsal spaces, faculty offices and studios.

Administration

Darryl Harper
Associate Professor and Interim Department Chair
(804) 828-1166
www.vcu.edu/arts/music

Information for undergraduates

Admission and auditions
Grades and achievement levels
Electives in music
Internship in music
Fees
Recital/convocation attendance
Master class
Ensemble requirements

Admission and auditions

An audition/interview as well as both written and aural general musicianship examinations are necessary for admission to programs in the Department of Music. Students must also meet the general admission requirements of the university. For audition information contact Virginia Commonwealth University, Department of Music, 922 Park Ave., P.O. Box 842004, Richmond, VA 23284-2004; phone (804) 828-1166 or e-mail music@vcu.edu.

Grades and achievement levels

All music majors are required to maintain a cumulative GPA of 2.0 and pass at least one applied achievement level within any two-semester period (not including summers) in order to continue as music majors. Jazz studies majors must pass one applied achievement level of classical instrument study per two-semester period (not including summers) and at least one jazz applied music level within the first three semesters in order to maintain a jazz studies concentration. All music students also must pass MHIS 145-146 Theory and Aural Skills I-II by the end of the fourth semester. Any student who fails to meet or maintain these standards will not be allowed to continue as a music major. A student may audition for readmission into the department as a music major only with permission from the Department of Music.

A cumulative GPA of 2.8 is required for music education students to qualify for student teaching placement. Music education students who do not maintain a cumulative 2.8 GPA will not be allowed to continue in the music education track, but may continue in the Bachelor of Arts program or the Bachelor of Music performance track if they meet the minimum requirements that apply to those respective degree programs.

Electives in music

Students majoring in a field other than music may register for ensembles, private lessons and a variety of classroom courses in music. Classes in music appreciation, African-American music, introduction to writing music, basic music skills and special offerings in music are specifically designed for the non-music major.

Internship in music

Interested students should consult with a faculty member closely associated with the appropriate field. As the student approaches junior academic standing, he or she may apply to the department for participation in APPM 493 Music Internship. Applications will be reviewed on the basis of academic GPA, instructor recommendation(s), professional promise, and demonstrated interest and competence in the area of study. The student must possess a minimum 2.5 overall GPA with a minimum 3.0 GPA in major course work in music. All students (including transfers) must have completed a minimum of 60 credits.

All internships for credit are approved by the Department of Music. The experience may also be coordinated by VCU’s Cooperative Education/Internship Program. The latter office requires completion of an application and resume.

Fees

All students registering for APPL 200 Applied Lessons pay an applied music fee. This fee is additional to the comprehensive fee charged only to majors in the School of the Arts. Current fee rates for music lessons can be found on the Student Accounting website at www.enrollment.vcu.edu/accounting/tuition_fees.html.

Recital/convocation attendance

All undergraduate majors are required to pass four semesters of recital/convocation attendance for graduation. During each semester of enrollment, the student must attend a minimum number of concerts or recitals plus departmental convocations in order to pass the requirement.

Master class

This requirement consists of participation in weekly master classes in the student’s applied major area. For students in the Bachelor of Music program, enrollment in master class is required for each semester that students enroll for a two-credit lesson on their principal performing instrument. A minimum of eight semesters in the performance concentration (jazz studies majors take four semesters classical and four semesters jazz) and six semesters for the music education concentration are required. Students in the Bachelor of Arts in Music program must also enroll in master class each semester they take a two-credit lesson until they complete a minimum of four semesters of master class on the same instrument.

Ensemble requirements

To ensure consistent skill development in ensemble settings, only one large ensemble credit per semester will be counted toward a student’s large ensemble requirements. Students whose principal instrument is a band or orchestral instrument must satisfy the large ensemble requirement by performing in a large ensemble on that instrument. Students whose principal instrument is voice must satisfy the requirement by performing in a large choral ensemble on voice. Those whose principal instrument is piano must complete four of their six elective credits by playing the piano in ensembles. Jazz studies majors must have ensembles approved in advance by their adviser or program director. Bachelor of Arts students must earn six credits in either large or small ensembles.

Music courses

Upper-division undergraduate students may enroll for selected 500-level graduate courses with permission of the department chair and instructor. Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level. Unless otherwise indicated, courses must be taken in numerical sequence.

The Department of Music offers courses in the following areas:

Use this link to see applied music (APPM) courses.
Use this link to see music composition (MUSC) courses.
Use this link to see music education (MUED) courses.
Use this link to see music history, literature and theory (MHIS) courses

Music, Bachelor of Arts (B.A.)
The Bachelor of Arts (B.A.) in Music is designed for students who want a degree that combines a breadth of general studies with a major in music. Included are courses in basic theory, aural skills, applied performance, music history and foreign language, as well as restricted music electives, free electives and a minor in an area other than music.

**Degree requirements for Music, Bachelor of Arts (B.A.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Demonstrate performance skills
- Demonstrate musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

**General Education requirements**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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<tbody>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional School of the Arts requirements (27-35 credits)**

- Foreign language through the 102 level (by course or placement) | 0-8 |
- General education courses from the College of Humanities and Sciences | 9 |
- Minor selected from one of the established programs or a planned coherent series of studies approved by a music department advisory committee | 18 |

**Major requirements (58 credits)**

<table>
<thead>
<tr>
<th>APPL 311-314 Applied Lessons (principal performing medium)</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPM 173-174 or 273-274 Keyboard Skills</td>
<td>2</td>
</tr>
<tr>
<td>APPM 199 Recital/Convocation Attendance (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 299 Master Class (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 381 Conducting</td>
<td>2</td>
</tr>
<tr>
<td>APPM 492 Senior Project: Portfolio Review (capstone)</td>
<td>1</td>
</tr>
<tr>
<td>MHIS 120 Introduction to World Musical Styles</td>
<td>3</td>
</tr>
<tr>
<td>MHIS 145-146, 245-246 Theory and Aural Skills I-IV</td>
<td>16</td>
</tr>
<tr>
<td>MHIS 321, 322 Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>Ensemble requirement (audition may be required)</td>
<td>6</td>
</tr>
</tbody>
</table>

Select from the following options:

- APPM 355 Orchestra
- APPM 356 Symphonic Winds
- APPM 357 University Band
- APPM 358 Commonwealth Singers
- APPM 359 Choral Arts Society
- APPM 360 Jazz Orchestra
- APPM 361 Small Jazz Ensemble
- APPM 363 Flute Choir
- APPM 364 Guitar Ensemble
- APPM 367 Piano Ensemble
- APPM 368 Woodwind Ensemble
- APPM 369 Percussion Ensemble
- APPM 371 String Chamber Music
- APPM 372 Brass Ensemble
- APPM 377 Vocal Chamber Ensemble
- APPM 378 Women’s Chorus

**Music electives**

Select from APPL 310 Applied Lessons (limit two semesters), APPM 365 or 366 Aural Skills V or VI and any MHIS or MUSC 300- and 400-level courses not otherwise required in the curriculum.

**Open electives (6 - 14 credits)**

6-14

**Total minimum requirements**

120

**Click here to download a sample outline.**

**Emphasis within B.A. in Music**

The B.A. in Music degree offers students the flexibility to create an emphasis in a specific area of music, such as performance, music history and literature, music business, or theory and composition. Such an emphasis may be created through elective choice, selecting among applied performance credits and restricted music electives, possibly in combination with the chosen minor field of study. For further information, students should consult the Department of Music Undergraduate Student Handbook and their music adviser.

**Applied music achievement levels**

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. B.A. students must earn Level IV on a single instrument to fulfill their graduation requirements.

**Music, Bachelor of (B.M.) with a concentration in music education/instrumental**

**Special requirements**

A cumulative GPA of 2.8 is required for music education students to qualify for student teaching placement. Music education students who do not maintain a cumulative 2.8 GPA will not be allowed to continue in the music education track, but may continue in the Bachelor of Arts program or the Bachelor of Music performance track if they meet the minimum requirements that apply to those respective degree programs.

The Bachelor of Music with a music education/instrumental concentration incorporates requirements necessary to qualify for the commonwealth of Virginia’s Collegiate Professional Certificate to teach music in public schools. Reciprocity between Virginia and numerous other states makes it possible for those music education students who become certified to teach in Virginia to obtain certification in those other states. A prospective student intending to pursue the instrumental concentration endorsement must complete the degree with a primary instrument of wind band or orchestra tradition; for those seeking the vocal-choral concentration endorsement, this instrument must be voice. For a student who wishes to elect the guitar or piano as a primary instrument, please contact the music department for details.

**Degree requirements for Music, Bachelor of (B.M.) with music education/instrumental concentration**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Demonstrate professional music teaching competencies
- Acquire professional procedures
• Demonstrate professional performance skills
• Develop comprehensive musicianship
• Acquire supporting competencies
• Develop artistic/intellectual mission

Entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Music education: VI

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional School of the Arts requirements (9 credits)
HIST 103 or 104 Survey of American History | 3

Collateral requirements (3 credits)
EDUS 301 Human Development and Learning | 3

Major requirements (90 credits)
APPL 311-314, 415 and 416 Applied Lessons (principal performing medium) | 12
APPL 320 Applied Lessons Secondary Instrument | 4
APPM 173-174, 273 Keyboard Skills | 3
APPM 199 Recital/Convocation Attendance (four semesters) | 0
APPM 299 Master Class (six semesters) | 0
APPM 381 Conducting | 0
APPM 394 Junior Recital | 0
MHIS 120 Introduction to World Musical Styles | 3
MHIS 145-146, 245-246 Theory and Aural Skills I-IV | 16
MHIS 305 Form and Analysis I | 2
MHIS 321, 322 Music History I, II | 6
MUED 301-307 Methods and Techniques various mediums | 7
MUED 380 Introduction to Music Education | 2
MUED 381 Methods and Practicum in Elementary Music Education | 3
MUED 382 Secondary Methods/Practicum and Rehearsal Techniques | 4
MUED 384 Marching Band Techniques | 2
MUED 385 Music Education Technology and Arranging | 2
MUED 485 and 486 Music Education Student Teaching I and II (capstone) | 12

Ensemble requirement (audition may be required) 7
Select from the options below:
APPM 355 Orchestra
APPM 356 Symphonic Winds
APPM 357 University Band

Ensemble elective (audition may be required) 3
Select at least one from the following list:
APPM 363 Flute Choir
APPM 368 Woodwind Ensemble
APPM 369 Percussion Ensemble
APPM 371 String Chamber Ensemble
APPM 372 Brass Ensemble

Additional electives may come from this list or a choice from the ensemble requirement above.

Total minimum requirement 123

Click here to download a sample outline.

Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their

Music, Bachelor of (B.M.) with a concentration in music education/vocal-choral

Special requirements
A cumulative GPA of 2.8 is required for music education students to qualify for student teaching placement. Music education students who do not maintain a cumulative 2.8 GPA will not be allowed to continue in the music education track, but may continue in the Bachelor of Arts program or the Bachelor of Music performance track if they meet the minimum requirements that apply to those respective degree programs.

The Bachelor of Music with a music education/vocal-choral concentration incorporates requirements necessary to qualify for the commonwealth of Virginia’s Collegiate Professional Certificate to teach music in public schools. Reciprocity between Virginia and numerous other states makes it possible for those music education students who become certified to teach in Virginia to obtain certification in those other states. A prospective student intending to pursue the instrumental concentration endorsement must complete the degree with a primary instrument of wind band or orchestra tradition; for those seeking the vocal-choral concentration endorsement, this instrument must be voice. For a student who wishes to elect the guitar or piano as a primary instrument, please contact the music department for details.

Degree requirements for Music, Bachelor of (B.M.) with music education/vocal-choral concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

Students will
• Demonstrate professional music teaching competencies
• Acquire professional procedures
• Demonstrate professional performance skills
• Develop comprehensive musicianship
• Acquire supporting competencies
• Develop artistic/intellectual mission

General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
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<td>Approved natural/physical sciences</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional School of the Arts requirements (9 credits)
HIST 103 or 104 Survey of American History | 3
General education courses from the College of Humanities and Sciences | 6

Collateral requirements (3 credits)
EDUS 301 Human Development and Learning | 3

Major requirements (92 credits)
APPL 311-314, 415 and 416 Applied Lessons (principal performing medium) | 12
### Degree requirements for Music, Bachelor of (B.M.) with concentration in performance/brass, percussion, woodwind

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Applied Lessons Secondary Instrument</td>
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<tr>
<td>APPM 161-162 Lyric Diction</td>
<td>6</td>
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<tr>
<td>APPM 173-174, 273 Keyboard Skills</td>
<td>3</td>
</tr>
<tr>
<td>APPM 190 Recital/Convocation Attendance (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 299 Master Class (six semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 377 Vocal Chamber Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>APPM 381 Conducting</td>
<td>2</td>
</tr>
<tr>
<td>APPM 394 Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MHIS 120 Introduction to World Musical Styles</td>
<td>3</td>
</tr>
<tr>
<td>MHIS 145-146, 245-246 Theory and Aural Skills I-IV</td>
<td>16</td>
</tr>
<tr>
<td>MHIS 305 Form and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>MHIS 321, 322 Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>MUED 301-307 Methods and Techniques various mediums</td>
<td>2</td>
</tr>
<tr>
<td>MUED 380 Introduction to Music Education</td>
<td>2</td>
</tr>
<tr>
<td>MUED 381 Methods and Practicum in Elementary Music Education</td>
<td>3</td>
</tr>
<tr>
<td>MUED 382 Secondary Methods/PRACTICUM and Rehearsal Techniques</td>
<td>4</td>
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<tr>
<td>MUED 385 Music Education Technology and Arranging</td>
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</tr>
<tr>
<td>MUED 485 and 486 Music Education Student Teaching I and II (capstone)</td>
<td>12</td>
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<tr>
<td>Ensemble requirement (audition may be required)</td>
<td>7</td>
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<tr>
<td>Select from the options below:</td>
<td></td>
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<tr>
<td>APPM 355 Commonwealth Singers</td>
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<tr>
<td>APPM 359 Choral Arts Society</td>
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</tr>
<tr>
<td>APPM 379 Women's Chorus</td>
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<tr>
<td><strong>Total minimum requirement</strong></td>
<td><strong>125</strong></td>
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</tbody>
</table>

Click here to download a sample outline.

### Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Music education: VI

**Music, Bachelor of (B.M.) with concentration in performance/brass, percussion, woodwind**

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

Students will

- Demonstrate professional performance skills
- Demonstrate comprehensive musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

### Additional School of the Arts requirements (9 credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIST 101 or 102 Survey of European History or HIST 103 or 104</td>
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</tr>
<tr>
<td>Survey of American History</td>
<td>3</td>
</tr>
<tr>
<td>General education courses from the College of Humanities and Sciences</td>
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</tbody>
</table>

### Major requirements (84 credits)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPM 311-314, 415-418 Applied Lessons (principal performing medium)</td>
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</tr>
<tr>
<td>APPM 320 Applied Lessons Secondary Instrument</td>
<td>3</td>
</tr>
<tr>
<td>APPM 173-174, 273 Keyboard Skills</td>
<td>3</td>
</tr>
<tr>
<td>APPM 199 Recital/Convocation Attendance (four semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 299 Master Class (eight semesters)</td>
<td>0</td>
</tr>
<tr>
<td>APPM 381 Conducting</td>
<td>2</td>
</tr>
<tr>
<td>APPM 394 Junior Recital</td>
<td>0</td>
</tr>
<tr>
<td>APPM 463 Pedagogy</td>
<td>2</td>
</tr>
<tr>
<td>APPM 492 Senior Project: Portfolio Review (capstone)</td>
<td>1</td>
</tr>
<tr>
<td>APPM 494 Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MHIS 120 Introduction to World Musical Styles</td>
<td>3</td>
</tr>
<tr>
<td>MHIS 145-146, 245-246 Theory and Aural Skills I-IV</td>
<td>16</td>
</tr>
<tr>
<td>MHIS 305 Form and Analysis I</td>
<td>2</td>
</tr>
<tr>
<td>MHIS 321, 322 Music History I, II</td>
<td>6</td>
</tr>
<tr>
<td>MHIS 380 Survey of the Music Industry</td>
<td>3</td>
</tr>
<tr>
<td>Ensemble requirement (audition may be required)</td>
<td>8</td>
</tr>
<tr>
<td>Select from the following options:</td>
<td></td>
</tr>
<tr>
<td>APPM 355 Orchestra</td>
<td></td>
</tr>
<tr>
<td>APPM 356 Symphonic Winds</td>
<td></td>
</tr>
<tr>
<td>APPM 357 University Band</td>
<td></td>
</tr>
<tr>
<td>Ensemble elective (audition may be required)</td>
<td>4</td>
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<tr>
<td>Select from the ensemble requirements or the additional options below:</td>
<td></td>
</tr>
<tr>
<td>APPM 363 Flute Choir</td>
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<tr>
<td>APPM 368 Woodwind Ensemble</td>
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<tr>
<td>APPM 369 Percussion Ensemble</td>
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<tr>
<td>APPM 371 String Chamber Music</td>
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</tr>
<tr>
<td>APPM 372 Brass Ensemble</td>
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</tr>
<tr>
<td>Music electives</td>
<td>15</td>
</tr>
<tr>
<td>Select from APPM 365, 366 Aural Skills V, VI and any MHIS or MUSC 300- and 400-level courses not otherwise required in the curriculum.</td>
<td></td>
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</tbody>
</table>

### Open electives (6 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

**Total minimum requirement**

| 120     |

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### Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Performance: VIII

**Music, Bachelor of (B.M.) with concentration in performance/guitar**

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

Students will

- Demonstrate professional performance skills
- Demonstrate comprehensive musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

### General Education requirements

<table>
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<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<tr>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.
aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

**Degree requirements for Music, Bachelor of (B.M.) with performance/guitar concentration**

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

Students will
- Demonstrate professional performance skills
- Demonstrate comprehensive musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

**General Education requirements**

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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional School of the Arts requirements (9 credits)**

- HIST 101 or 102 Survey of European History or HIST 103 or 104: 3 credits
- Survey of American History: 3 credits
- General education courses from the College of Humanities and Sciences: 6 credits

**Major requirements (84 credits)**

- APPL 311-314, 415-418 Applied Lessons (principal performing medium): 16 credits
- APPL 320 Applied Lessons Secondary Instrument: 3 credits
- APPM 173-174, 273 Keyboard Skills: 3 credits
- APPM 199 Recital/Convocation Attendance (four semesters): 0 credits
- APPM 299 Master Class (eight semesters): 0 credits
- APPM 364 Guitar Ensemble: 8 credits
- APPM 381 Conducting: 2 credits
- APPM 394 Junior Recital: 0 credits
- APPM 463 Pedagogy: 2 credits
- APPM 492 Senior Project: Portfolio Review (capstone): 1 credit
- APPM 494 Senior Recital: 0 credits
- MHIS 120 Introduction to World Musical Styles: 3 credits
- MHIS 145-146, 245-246 Theory and Aural Skills I-IV: 16 credits
- MHIS 305 Form and Analysis I: 2 credits
- MHIS 321, 322 Music History I, II: 6 credits
- MHIS 380 Survey of the Music Industry: 3 credits
- Ensemble requirement (audition may be required): 4 credits
- Select from the ensemble requirements or the additional options below:
  - APPM 358 Commonwealth Singers
  - APPM 359 Choral Arts Society
  - APPM 377 Vocal Chamber Ensemble
  - APPM 378 Women’s Chorus
- Music electives: 15 credits
- Select from APPM 365, 366 Aural Skills V, VI and any MHIS or MUSC 300- and 400-level courses not otherwise required in the curriculum.

**Open electives (6 credits)**: 6 credits

**Total minimum requirement**: 120 credits

**Click here to download a sample outline.**

**Applied music achievement levels**

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

**Performance: VIII**

**Music, Bachelor of (B.M.) with a concentration in performance/jazz studies**

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

**Degree requirements for Music, Bachelor of (B.M.) with performance/jazz studies concentration**

**Learning outcomes**
Upon completing this program, students will know and know how to do the following:

Students will
- Demonstrate professional performance skills
- Demonstrate comprehensive musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

**General Education requirements**

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<tr>
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<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional School of the Arts requirements (9 credits)**

- HIST 101 or 102 Survey of European History or HIST 103 or 104: 3 credits
- Survey of American History: 3 credits
- General education courses from the College of Humanities and Sciences: 6 credits

**Major requirements (84 credits)**

- APPM 358 Commonwealth Singers
- APPM 359 Choral Arts Society
- APPM 173-174, 273 Keyboard Skills: 3 credits
- APPM 199 Recital/Convocation Attendance (four semesters): 0 credits
- APPM 251-252 Jazz Improvisation I-II: 6 credits
- APPM 272 Jazz Piano for the Non-keyboard Player: 0-1 credits
- APPM 299 Master Class (four semesters classical, four semesters jazz): 0 credits
- APPM 381 Conducting: 2 credits
- APPM 394 Junior Recital: 0 credits
- APPM 492 Senior Project: Portfolio Review (capstone): 1 credit
- APPM 494 Senior Recital: 0 credits
- MHIS 120 Introduction to World Musical Styles: 3 credits
- MHIS 145-146, 245-246 Theory and Aural Skills I-IV: 16 credits
- MHIS 311-312 Jazz Arranging I-II: 6 credits
- MHIS 322 Music History II: 3 credits
- MHIS 380 Survey of the Music Industry: 3 credits
- MHIS 405 Jazz Form and Analysis: 3 credits
- Jazz ensemble requirement: 9 credits
- APPM 360 Jazz Orchestra (4 credits)
- APPM 361 Small Jazz Ensemble (5 credits)
Ensemble elective (audition may be required) 3
Select from the following options:
- APPM 355 Orchestra
- APPM 356 Symphonic Winds
- APPM 357 University Band
- APPM 360 Jazz Orchestra
- APPM 361 Small Jazz Ensemble
- APPM 363 Flute Choir
- APPM 364 Guitar Ensemble
- APPM 367 Piano Ensemble
- APPM 368 Woodwind Ensemble
- APPM 369 Percussion Ensemble
- APPM 372 Brass Ensemble

Open electives (3 credits) 3

Total minimum requirement 120-121

Click here to download a sample outline.

Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Performance: VIII
Jazz: IV in classical studies, *VIII in jazz

Music, Bachelor of (B.M.) with a concentration in performance/piano

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

Degree requirements for Music, Bachelor of (B.M.) with performance/piano concentration

Learning outcomes

Upon completing this program, students will know and know how to do the following:

Students will

- Demonstrate professional performance skills
- Demonstrate comprehensive musicianship
- Acquire supporting competencies
- Develop artistic/intellectual mission

General Education requirements Credits

| University Core Education Curriculum (minimum 21 credits) | 3 |
| UNIV 111 Focused Inquiry I | 3 |
| UNIV 112 Focused Inquiry II | 3 |
| UNIV 200 Writing and Rhetoric | 3 |
| Approved humanities/fine arts | 3-4 |
| Approved natural/physical sciences | 3-4 |
| Approved quantitative literacy | 3-4 |
| Approved social/behavioral sciences | 3-4 |

Additional School of the Arts requirements (12 credits)

HIST 101 or 102 Survey of European History or HIST 103 or 104 3
Survey of American History 3
General education courses from the College of Humanities and Sciences 9

Major requirements (81 credits)

APPL 311-314, 415-418 Applied Lessons (principal performing medium) 16
APPL 320 Applied Lessons Secondary Instrument 3
APPM 199 Recital/Convocation Attendance (four semesters) 0
APPM 299 Master Class (eight semesters) 0
APPM 362 Accompanying: Piano 2
APPM 373-374 Advanced Keyboard Skills 2
APPM 381 Conducting 2
APPM 394 Junior Recital 0
APPM 463 Pedagogy (piano) 2
APPM 492 Senior Project: Portfolio Review (capstone) 1
APPM 494 Senior Recital 0
MHIS 120 Introduction to World Musical Styles 3
MHIS 145-146, 245-246 Theory and Aural Skills I-IV 16
MHIS 303, 304 Piano Literature 4
MHIS 305 Form and Analysis I 2
MHIS 321, 322 Music History I, II 6
Ensemble requirement 2
Select from the following:
- APPM 358 Commonwealth Singers
- APPM 359 Choral Arts Society
- APPM 378 Women’s Chorus

Ensemble elective 8

Select from the following:
- APPM 355 Orchestra
- APPM 356 Symphonic Winds
- APPM 357 University Band
- APPM 367 Piano Ensemble
- APPM 368 Woodwind Ensemble
- APPM 371 String Chamber Ensemble

Music electives 12
Select from APPM 365, 366 Aural Skills V, VI and any MHIS or MUSC 300- and 400-level courses not otherwise required in the curriculum.

Open electives (6 credits) 6

Total minimum requirement 120

Click here to download a sample outline.

Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Performance: VIII

Music, Bachelor of (B.M.) with a concentration in performance/strings

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.
Degree requirements for Music, Bachelor of (B.M.) with performance/strings concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

Students will
• Demonstrate professional performance skills
• Demonstrate comprehensive musicianship
• Acquire supporting competencies
• Develop artistic/intellectual mission

General Education requirements
Credits
University Core Education Curriculum (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional School of the Arts requirements (9 credits)
- HIST 101 or 102 Survey of European History or HIST 103 or 104 3
- Survey of American History 3
- General education courses from the College of Humanities and Sciences 6

Major requirements (84 credits)
- APPL 311-314, 415-418 Applied Lessons (principal performing medium) 16
- APPL 320 Applied Lessons Secondary Instrument 3
- APPM 161-162 Lyric Diction 3
- APPM 173-174, 273 Keyboard Skills 3
- APPM 199 Recital/Convocation Attendance (four semesters) 0
- APPM 299 Master Class (eight semesters) 0
- APPM 346 Guitar Ensemble 8
- APPM 358 Commonwealth Singers 6
- MHIS 380 Survey of the Music Industry 3
- Ensemble elective (audition may be required) 4

Select from the ensemble requirements or the additional options below:
- APPM 358 Commonwealth Singers
- APPM 359 Choral Arts Society
- APPM 377 Vocal Chamber Ensemble
- APPM 378 Women’s Chorus

Music electives 12
- Select from APPM 365, 366 Aural Skills V, VI and any MHIS or MUSC 300- and 400-level courses not otherwise required in the curriculum.

Open electives (6 credits) 6

Total minimum requirement 120

Click here to download a sample outline.

Applied music achievement levels
Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Performance: VII

Music, Bachelor of (B.M.) with a concentration in performance/voice

The Bachelor of Music is the initial professional degree in music. Its primary emphasis is on development of the skills, concepts and sensitivities essential to the professional life of the musician. At the center of the instructional program for this degree is the music core curriculum, comprising 27 credits of instruction in aspects of musicianship fundamental to all music degree programs. Included are courses in music theory, aural skills, music history and conducting.

Degree requirements for Music, Bachelor of (B.M.) with performance/voice concentration

Learning outcomes
Upon completing this program, students will know and know how to do the following:

Students will
• Demonstrate professional performance skills
• Demonstrate comprehensive musicianship
• Acquire supporting competencies
• Develop artistic/intellectual mission

General Education requirements
Credits
University Core Education Curriculum (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional School of the Arts requirements (9 credits)
- HIST 101 or 102 Survey of European History or HIST 103 or 104 3
- Survey of American History 3
- Foreign language (Italian, French or German) 101-102 8

Major requirements (84 credits)
- APPL 311-314, 415-418 Applied Lessons (principal performing medium) 16
- APPL 320 Applied Lessons Secondary Instrument 3
- APPM 161-162 Lyric Diction 6
- APPM 173-174, 273 Keyboard Skills 3
- APPM 199 Recital/Convocation Attendance (four semesters) 0
- APPM 299 Master Class (eight semesters) 0
- APPM 377 Vocal Chamber Ensemble 2
- APPM 381 Conducting 2
- APPM 385 Opera Theatre 2
- APPM 394 Junior Recital 0
- APPM 463 Pedagogy (vocal) 2
- APPM 492 Senior Project: Portfolio Review (capstone) 1
- APPM 494 Senior Recital 0
- MHIS 120 Introduction to World Musical Styles 3
- MHIS 145-146, 245-246 Theory and Aural Skills I-IV 16
- MHIS 321, 322 Music History I, II 6
- MHIS 465 Song Literature 2
- Ensemble requirement (audition may be required) 7

Select from the options below:
- APPM 358 Commonwealth Singers
- APPM 359 Choral Arts Society
Applied music achievement levels

Eight achievement levels have been established for applied instrumental and vocal study. These levels are explicit in terms of expected repertoire, musicianship/style, technique and sight-reading. While freshmen normally earn Level I at their first semester juries, transfer students may be awarded a higher level based on their entrance auditions. The table below indicates the achievement levels required for graduation with a Bachelor of Music.

Performance: VIII

Music, minor in

Any VCU student may declare a minor in music with approval from the Department of Music. The music minor comprises 18 credits distributed among the areas of music history/theory, ensemble performance, private lessons and music electives. A music faculty adviser counsels every student about the selection of appropriate courses based on the student’s competence and interest. Depending on the availability of seats, students may select from the following courses to meet their minor requirements:

- Music history and theory selected from MHIS 105, 110, 145, 146, 243, 250, 321, 322 and 324 for a total of six credits.
- Large ensemble for four credits.
- Private lessons for four credits. One credit per semester; all credits to be earned on a single instrument. Students must earn Achievement Level I.
- Music electives for a total of four credits.

Department of Painting and Printmaking

The Department of Painting and Printmaking offers an undergraduate program that earns a Bachelor of Fine Arts in Painting and Printmaking, as well as a graduate program of study that leads to the Master of Fine Arts in Fine Arts. Students admitted to the programs are expected to have a high level of competence in either painting or printmaking. The graduate program is designed to encourage the development of professional attitudes and skills, with an emphasis on individual investigation.

The department is housed in the new Fine Arts Building with 15 individual graduate studios plus a large graduate printmaking area in addition four state-of-the-art undergraduate printmaking studios: etching, lithography, screenprinting and digital. These new facilities provide an excellent physical environment for the programs with easy access to the other fine art areas of sculpture and crafts. Established in 1928, the Department of Painting and Printmaking was the first department in what has become the School of the Arts. For nearly 70 years, the department has made significant contributions to the development of the School of the Arts’ reputation as one of the premier art schools in the country.

The department supports an active and ambitious program of visiting artists and lecturers. Leading figures in the world of contemporary art visit to discuss their work, critique, visit studios, conduct workshops and meet with students throughout the year.

The Master of Fine Arts degree is the terminal degree in the studio areas of fine arts and is a requirement for most college and university teaching positions. Many graduate students have gained teaching experience in the department as part of their assistantship responsibilities, teaching classes in painting, drawing and printmaking. The department assists graduate students financially through a variety of teaching assistantships, graduate assistantships and scholarships.

Administration

Holly Morrison
Associate Professor and Department Chair
www.vcu.edu/arts

Painting and printmaking courses

The following graduate courses may be taken by undergraduates for degree credit: PAPR 525, 527 and 528. Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/ vcucourses. You may search by unit, subject or keyword, as well as by degree level. Unless otherwise indicated, courses must be taken in numerical sequence. Follow this link to painting and printmaking (PAPR) courses.

Special requirements

- Nine open elective credits are required and may be either academic (lecture) or studio, but must be outside of the Department of Painting and Printmaking
- Studio courses are designed to be taken in the following sequence: 200 level (basic), 300 level (intermediate) and 400 level (advanced). Instructors may ask you to withdraw from a course if you lack the appropriate background of knowledge and experience.

Faculty and students in the Department of Painting and Printmaking work together in a professional and creative learning environment. The undergraduate curriculum enables students to adopt a specialized focus within the discipline and use elective options to pursue other areas of interest in the School of the Arts, the university and the community. It also permits students to tailor a course of study suited to their professional and personal ambitions. The undergraduate program provides students with opportunities for concentrated experiences in both practice and theory as a foundation for independent exploration and artistic development. Classroom discussions invite students to examine a range of contemporary critical issues, which enable them to understand their own studio work in relation to historical continuum. As students develop their skills in critical analysis they are challenged to articulate and justify their ideas both visually and verbally.

The size and diversity of the faculty guarantee exposure to a plurality of ideas and stylistic approaches. In addition, the department's visiting artist program brings to campus leading figures in the world of contemporary art for discussions of their work, critiques of student work and workshops.

Degree requirements for Painting and Printmaking, Bachelor of Fine Arts (B.F.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Students are expected to achieve technical proficiency in painting and printmaking, and possess the skill to translate their creative ideas through studio practice.
- Students are expected to develop personal voices as artists based on an awareness of social, historical and critical issues.
- Students have the ability to think critically and to articulate their ideas via conversation, public speaking and writing.
- Students comprehend the potential impact of contemporary art on culture.

General Education requirements

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
</table>

184
University Core Education Curriculum (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional General Education requirements (9 credits)
General Education electives 9

Collateral requirements (35 credits)

Art Foundation Program
- ARTF 131 Drawing Studio 3
- ARTF 132 Surface Research 3
- ARTF 133 Space Research 3
- ARTF 134 Time Studio 3
- ARTF 139 Project 2

Art history
- ARTH 103, 104 Survey of Western Art 6
- Art history electives 9
- English electives 6

Major requirements (41 credits)
- PAPR 205 Painting, Basic 4
- PAPR 209 Materials: Printmaking 4
- PAPR 221 Drawing, Basic 3
- PAPR 290 Concepts and Issues 2
- PAPR 305 Painting, Intermediate 4
- PAPR 321 Drawing, Intermediate 3
- PAPR 490 Senior Seminar 2
- PAPR 300-level (printmaking) 4
- PAPR 300- or 400-level (drawing) 3
- PAPR 300- or 400-level (painting) 4
- PAPR 300- or 400-level (painting or printmaking) 4
- PAPR 300- or 400-level (printmaking) 4
- PAPR 300- or 400-level electives 6

Studio electives (8 credits)
Studio electives (must be taken outside of the Department of Painting and Printmaking) 8

Total 120 Electives

- PAPR 300-level intermediate printmaking*: 309, 315, 317, 319
- PAPR 400-level advanced printmaking*: 409, 412, 413, 415, 419
- PAPR 400-level*: 403, 404, 405, 412, 413, 415, 417, 419, 421, 423, 455, 456, 491, 492

Note: Studio courses outside of the Department of Painting and Printmaking include COAR, CRAF, SCPT, KINE, PHTO, GDES and CINE.

Click here to download a sample outline.

Painting and printmaking, minor in

Successful completion of the Art Foundation Program is a prerequisite for the minor, which consists of at least 18 credits in painting and printmaking courses. Of these 18, at least nine credits must be in upper-level courses.

Department of Photography and Film

The Department of Photography and Film seeks to advance the highest standards of the media of photography and filmmaking by encouraging the creative and professional growth of both its students and faculty. The goal is to provide a forum for the development and exchange of visual ideas and to encourage its members to translate these ideas with a high degree of sensitivity and proficiency. The department fosters a pluralistic approach that allows both faculty and students to expand the traditional boundaries of the respective media, explore a broad range of conceptual orientations and engage in multidisciplinary practice.

The department offers undergraduate concentrations in photography and filmmaking resulting in a Bachelor of Fine Arts in Photography and Film, as well as a graduate program that leads to a Master of Fine Arts in Fine Arts with a concentration in photography and film.

To promote student development and research of contemporary art practice and theory, the Department of Photography and Film presents a diverse and active visiting artist program. Through lectures, critiques and research courses, students are exposed to the valuable insights of respected international artists, scholars and critics. In addition, the visiting artists teach topics courses exploring the current artistic and conceptual foundations found in their own work. Graduate students are encouraged to establish an individual critical dialogue with the visiting artists and faculty and attain a strong critical and historical basis for their work.

The facilities include several critique and screening rooms; a large black-and-white darkroom; a large state-of-the-art digital photography and film editing lab; a shooting studio; a student checkout center with a wide range of still photography and film cameras, professional lights and sound recording equipment; a professionally staffed graphics lab located in the same building that provides student with digital services on several high-tech imaging devices; and two large graduate workrooms.

Administration
John N. Heroy
Associate Professor and Interim Department Chair
www.vcu.edu/arts/photo

Photography and film courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to photography and film (PHTO) courses.

Photography and Film, Bachelor of Fine Arts (B.F.A) with a concentration in filmmaking

Special requirements

While in the program, students must earn a minimum grade of C in each departmental course. Students who fail to meet this requirement may be asked to change their major.

The Department of Photography and Film offers a variety of basic, intermediate and advanced photography and filmmaking classes leading to a Bachelor of Fine Arts in Photography and Film.

Beginning courses cover fundamentals and techniques, and develop the visual senses. Advanced courses expand on students' knowledge and help them to assemble a well-developed portfolio. Emphasis is placed on photography and filmmaking as fine arts. All students in the program work in narrative, documentary and experimental genres, and learn both film-based and digital technology.
### Degree requirements for Photography and Film, Bachelor of Fine Arts (B.F.A) with a concentration in filmmaking

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Students will be able to communicate ideas and emotions.
- Students will possess broad-based photo/film experience.
- Students will have participated in specialized technical classes.
- Students will exhibit familiarity with the history of the medium.
- Students will communicate an appreciation for diversity.
- Students will meet all of the objectives associated with the Photography, Bachelor of Fine Arts (B.F.A.) degree program.

### General Education requirements

**Credits**

**University Core Education Curriculum (minimum 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
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**Additional School of the Arts requirement (9 credits)**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 215 Textual Analysis</td>
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<tr>
<td>General education electives</td>
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**Collateral requirements (33 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Art Foundation Program</td>
<td></td>
</tr>
<tr>
<td>ARTF 131 Drawing Studio</td>
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</tr>
<tr>
<td>ARTF 132 Surface Research</td>
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<tr>
<td>ARTF 133 Space Research</td>
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<tr>
<td>ARTF 134 Time Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
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<tr>
<td>Art history</td>
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<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
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<tr>
<td>ARTH 270 History of the Motion Picture, ARTH 271 History of the Motion Picture</td>
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<tr>
<td>ARTH 374 Studies in Film</td>
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<tr>
<td>Studio art elective</td>
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<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major requirements (51 credits)</td>
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<tr>
<td>PHTO 420 Senior Portfolio</td>
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<tr>
<td>200-level photography and film (PHTO)</td>
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<tr>
<td>300- and 400-level photography and film (PHTO)</td>
<td>43</td>
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<tr>
<td>Open electives (3 credits)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total minimum requirement                  | 120     |

Click here to download a sample outline.

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### Degree requirements for Photography and Film, Bachelor of Fine Arts (B.F.A) with a concentration in photography

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Students will be able to communicate ideas and emotions.
- Students will possess broad-based photo/film experience.
- Students will have participated in specialized technical classes.
- Students will exhibit familiarity with the history of the medium.
- Students will communicate an appreciation for diversity.
- Students will meet all of the objectives associated with the Photography, Bachelor of Fine Arts (B.F.A.) degree program.

### General Education requirements

**Credits**

**University Core Education Curriculum (minimum 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
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<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
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</table>

**Additional School of the Arts requirement (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 215 Textual Analysis</td>
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<tr>
<td>General education electives</td>
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**Collateral requirements (30 credits)**

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Art Foundation Program</td>
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<tr>
<td>ARTF 131 Drawing Studio</td>
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<tr>
<td>ARTF 132 Surface Research</td>
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<tr>
<td>ARTF 133 Space Research</td>
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<tr>
<td>ARTF 134 Time Studio</td>
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<tr>
<td>ARTF 139 Project</td>
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<tr>
<td>Art history</td>
<td></td>
</tr>
<tr>
<td>ARTH 103, 104 Survey of Western Art</td>
<td>6</td>
</tr>
<tr>
<td>ARTH 270 or 271 History of the Motion Picture</td>
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</tr>
<tr>
<td>ARTH 472 History of Photography</td>
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<td>Studio art elective</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Major requirements (54 credits)</td>
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<td>PHTO 420 Senior Portfolio (repeated for credit)</td>
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<tr>
<td>200-level photography and film (PHTO)</td>
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<tr>
<td>300- and 400-level photography and film (PHTO)</td>
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</tr>
<tr>
<td>Open electives (3 credits)</td>
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</tr>
</tbody>
</table>
Department of Sculpture and Extended Media

The Department of Sculpture and Extended Media’s eight full-time faculty members and various part-time and technical faculty represent a spectrum of directions and philosophical attitudes. Faculty interests range from formal to conceptual, from the concrete to the evanescent. This breadth of interests is presented to students and contributes to the comprehensive nature of our department. Students are not only exposed to traditional sculpture media, but encouraged to explore technology’s parameters and to pursue interdisciplinary activity.

We encourage sculpture students to broaden their experience in other areas. By promoting a curriculum that encourages students to take a wide range of courses throughout the university, we stress links between art, science, the humanities and the world. As a consequence, sculpture students have rich, productive associations with professors in many fields.

Sculpture students are challenged to exploit their full potential by questioning notions of contemporary art. Our goal is to provide students with the vocabulary, the seeds of discernment and the skills of both analysis and synthesis in order to become participants in the dialogue of our time. All of this takes place in an environment of high expectation regarding self-motivation, intellectual capacity and responsibility.

The sculpture program is housed in a state-of-the-art facility. Sculpture majors are provided with semi-private, locked studio spaces and are given time, support and encouragement to pursue their independently determined goals.

Administration

Amy Hauft
Professor and Department Chair
sculpture@vcu.edu

www.vcu.edu/arts/sculpture

Sculpture and extended media courses

Descriptions for all courses offered by the university may be accessed through the online courses database at pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to sculpture and extended media (SCPT) courses.

Sculpture, Bachelor of Fine Arts (B.F.A.)

Special requirements

Successful completion of the Art Foundation curriculum is required before continuing in the Department of Sculpture and Extended Media.

The art education program is an approved teacher preparation program that complies with the professional standards of the Virginia Department of Education and the Southern Association of Colleges and Schools. It is further accredited by the National Council for Accreditation of Teacher Education and the National Association of Schools of Art and Design. All of these agencies assure the highest professional program standards. Graduates of the program are eligible for Virginia teacher license to teach art in pre-kindergarten through grade 12.

Degree requirements for Sculpture, Bachelor of Fine Arts (B.F.A.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Students will be proficient in the use of equipment, techniques and resources.
- Students will be able to participate in dialogue of contemporary art.
- Students will be able to utilize professional practices in the field of the arts.

General Education requirements

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
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<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
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Additional School of the Arts requirements (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTH 103, ARTH 104 Survey of Western Art</td>
<td>6</td>
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<tr>
<td>Literature (500-level or higher ENGL course)</td>
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Collateral requirements (26 credits)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
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<td>Art Foundation Program</td>
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</tr>
<tr>
<td>ARTF 131 Drawing Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 134 Time Studio</td>
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</tr>
<tr>
<td>ARTF 139 Project</td>
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<tr>
<td>Art history (200-level)</td>
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<tr>
<td>Art history (300-level or above)</td>
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<tr>
<td>ENGL 215 Contextual Analysis</td>
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Major requirements (50 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>SCPT 211 Basic Sculpture I</td>
<td>4</td>
</tr>
<tr>
<td>SCPT 212 Basic Sculpture II</td>
<td>4</td>
</tr>
<tr>
<td>SCPT 215 Sophomore Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SCPT 311, 312 Intermediate Sculpture</td>
<td>8</td>
</tr>
<tr>
<td>SCPT 411, 412 Advanced Sculpture</td>
<td>8</td>
</tr>
<tr>
<td>SCPT 415 Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Directed sculpture elective</td>
<td>4</td>
</tr>
<tr>
<td>Directed upper-level SCPT course</td>
<td>4</td>
</tr>
<tr>
<td>Non-SCPT studio elective (200-level or higher from COAR, CRAW, DANC, FASH, GDES, IDES, KINE, APPM/MHIS/MUSC, PAPR, PHTO, THEA)</td>
<td>14</td>
</tr>
</tbody>
</table>

Total 120

Directed sculpture electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCPT 290 Concepts and Issues</td>
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</tr>
<tr>
<td>SCPT 321 Figure Modeling</td>
<td></td>
</tr>
<tr>
<td>SCPT 322 Flexible Molds</td>
<td></td>
</tr>
<tr>
<td>SCPT 323 Foundry</td>
<td></td>
</tr>
<tr>
<td>SCPT 324 Robotics for Sculpture</td>
<td></td>
</tr>
<tr>
<td>SCPT 480 Critical Issues</td>
<td></td>
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<tr>
<td>SCPT 491 Topics in Sculpture</td>
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<tr>
<td>SCPT 591 Topics in Sculpture</td>
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</table>

Directed upper-level sculpture courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SCPT 323 Foundry</td>
<td></td>
</tr>
<tr>
<td>SCPT 324 Robotics for Sculpture</td>
<td></td>
</tr>
<tr>
<td>SCPT 411 Advanced Sculpture</td>
<td></td>
</tr>
<tr>
<td>SCPT 412 Advanced Sculpture</td>
<td></td>
</tr>
</tbody>
</table>
SCPT 417 Seminar in Contemporary Sculpture
SCPT 480 Critical Issues

Click here to download a sample outline.

### Sculpture, minor in

Successful completion of the Art Foundation Program is a prerequisite for the minor in sculpture. The minor consists of a minimum of 18 credits and must include the following courses, in order:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCPT 211 Basic Sculpture I</td>
<td>4</td>
</tr>
<tr>
<td>SCPT 212 Basic Sculpture II</td>
<td>4</td>
</tr>
<tr>
<td>SCPT 311 or SCPT 312 Intermediate Sculpture</td>
<td>4</td>
</tr>
<tr>
<td>SCPT 411 or SCPT 412 Advanced Sculpture</td>
<td>4</td>
</tr>
<tr>
<td>SCPT upper-level</td>
<td>2-4</td>
</tr>
</tbody>
</table>

### Department of Theatre

The mission of the Department of Theatre is to educate and train students as theatre professionals and/or academicians in the field of performance, design/technology or theatre pedagogy. In fulfilling its mission, the Department of Theatre provides students with the professional and cultural foundations essential for achieving the highest standards of the art. The department offers three degrees — a Bachelor of Arts, a Bachelor of Fine Arts and a Master of Fine Arts — to which applicants are admitted based on demonstration of ability, genuine interest determined during an interview, and audition and/or portfolio presentation.

In addition to introductory theatre and acting courses for non-majors, the department also serves students throughout the university with offerings in speech communication.

The Department of Theatre employs 23 faculty and staff and enrolls 230 undergraduate and 40 to 50 full-time graduate students. Theatre VCU produces four mainstage productions and numerous graduate and undergraduate directing projects each year.

### Administration

**David Leong**
Professor and Department Chair
www.vcu.edu/arts/theatre

**Aaron Anderson**
Assistant Chair and Director of Undergraduate Studies

### Theatre courses

With permission of instructor, the following graduate courses may be taken by undergraduates for degree credit: THEA 501-502, THEA 505-506, THEA 508 and THEA 513-514. Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level. Unless otherwise indicated, courses must be taken in numerical sequence.

The Department of Theatre offers courses in the following areas:

- Use this link to see theatre (THEA) courses.
- Use this link to see theatre laboratory (THEZ) courses.
- Use this link to see speech (SPCH) courses.

### Theatre, Bachelor of Arts (B.A.)

The department offers a Bachelor of Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the Department of Theatre are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission into a specific degree program (B.F.A. or B.A.) in theatre. The B.A. is designed for students who want a program with a strong emphasis in theatre combined with a strong liberal arts component, and a minor (or other course of directed study) in an area other than theatre.

Student participation in both credit- and noncredit-bearing department activities will be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in the Department of Theatre, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, students work with voice, body and imagination; this practical application, combined with a strong liberal arts component and a minor (or course of directed study), offers a wide field of academic and human experience.

### Degree requirements for Theatre, Bachelor of Arts (B.A.)

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Demonstrate successful application of theatrical knowledge.
- Demonstrate successful application of liberal arts knowledge.
- Demonstrate successful application of performance and design skills.

#### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
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<tr>
<td>Approved humanities/fine arts</td>
<td>3-4</td>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Additional School of the Arts requirements (minimum 9 credits)

- Approved General Education electives
- 9

#### Collateral requirements (27 credits)

- ENGL 401 Shakespeare, other play-reading course or 300-level ENGL course
- 3
- Foreign language
- 6
- Electives (minor or directed course of study)
- 18

#### Major requirements (55 credits)

- THEA 103 Stagecraft
- 3
- THEA 104 Costume Construction
- 3
- THEA 113 Introduction to Acting I
- 3
- THEA 114 Introduction to Acting II or SPCH 121 Effective Speech
- 3
- THEA 201 Voice and Speech for the Actor I and THEA 202 Voice and Speech for the Actor II (or Art Foundation, design, stage management or theatre practicum elective equivalent)
- 6
- THEA 203 Movement for the Actor I and THEA 204 Movement for the Actor II (or Art Foundation, design or stage management elective equivalent)
- 6
- THEA 211 Introduction to Drama
- 3
- THEA 213 Acting I and THEA 214 Acting II (or Art Foundation, design or stage management elective equivalent)
- 6
- THEA 221 Introduction to Scene Design, THEA 227 Introduction to Theatrical Makeup, THEA 228 Introduction to Costume Design or THEA 229 Introduction to Lighting Design
- 3
- THEA 307-308 History of the Theatre
- 6
- THEA/AFAM 303 Black Theatre, THEA 403 History of Dramatic Literature, THEA 404 History of Dramatic Literature, THEA 423 Modern Drama or THEA 424 Modern Drama
- 3
- THEA 415 The Business of Theatre
- 4
The Department of Theatre offers a Bachelor of Fine Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the department are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission to a specific degree program (B.F.A. or B.A.). The department offers B.F.A. concentration areas in performance and stage management; as well as three areas of design/technology: scenic, lighting and costume. (See the individual specialization/concentration pages for curricula outlines.)

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in these preprofessional programs, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, the performer works daily with voice, body and imagination, while the designer/technician is involved in studio classes and practical application. Prospective theatre educators engage in intensive teacher-training activities that lead to certification.

### Degree requirements for Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in costume design/technical production

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Demonstrate skills and techniques needed to enter the profession as a costume designer/technician.
- Demonstrate knowledge of history, theory and literature and their practical application.

#### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<td>Approved natural/physical sciences</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
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</tbody>
</table>

#### Additional School of the Arts requirements (minimum 9 credits)

Approved General Education electives                      | 9       |

#### Collateral requirements (32 credits)

| THEA 103 Stagecraft                                       | 3       |
| THEA 113 Introduction to Acting I                         | 3       |
| THEA 161 Figure Drawing: Superficial Anatomy              | 2       |
| THEA 162 Figure Drawing: Draping the Human Form           | 2       |
| THEA 211 Introduction to Drama                            | 3       |
| THEA 221 Introduction to Scene Design                     | 3       |

#### Major requirements (49 credits)

| THEA 104 Costume Construction                             | 3       |
| THEA 105 Advanced Costume Construction                    | 3       |
| THEA 227 Introduction to Theatrical Makeup                | 3       |
| THEA 228 Introduction to Costume Design                   | 3       |
| THEA 309, 310 History of Costumes                         | 6       |
| THEA 321 Costume Design Studio I                          | 3       |
| THEA 322 Costume Design Studio II                         | 3       |
| THEA 329 Patternmaking for the Theatre                    | 3       |
| THEA 331 Production                                       | 3       |
| THEA 332 Draping for the Theatre                          | 3       |
| THEA 421 Advanced Costume Design Studio I or THEA 469 Advanced Patterning Techniques III | 3 |
| THEA 422 Advanced Costume Design Studio II or THEA 470 Advanced Patterning Techniques IV | 3 |
| THEA 430 Production                                       | 3       |
| THEA 439 Advanced Patterning Techniques I                 | 3       |
| THEA 442 Advanced Patterning Techniques II                | 3       |
| THEA 495 Senior Project: Portfolio Review                 | 1       |

Electives (9 credits)

- Open elective
- Electives (directed course of study)

Total 120

Click here to download a sample outline.

---

**Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in lighting design/technical production**

The Department of Theatre offers a Bachelor of Fine Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the department are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission to a specific degree program (B.F.A. or B.A.). The department offers B.F.A. concentration areas in performance and stage management; as well as three areas of design/technology: scenic, lighting and costume. (See the individual specialization/concentration pages for curricula outlines.)

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in these preprofessional programs, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, the performer works daily with voice, body and imagination, while the designer/technician is involved in studio classes and practical application. Prospective theatre educators engage in intensive teacher-training activities that lead to certification.

### Degree requirements for Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in lighting design/technical production

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Demonstrate knowledge of history, theory and literature and their practical application.
- Demonstrate skills and techniques needed to enter the profession as a costume designer/technician.
Demonstrate skills and techniques needed to enter the profession as a lighting designer/technician.

Demonstrate knowledge of history, theory and literature and their practical application.

**General Education requirements**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
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<tr>
<td>UNIV 111 Focused Inquiry I</td>
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</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
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<td>Approved humanities/fine arts</td>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Total minimum requirement</strong></td>
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</tr>
</tbody>
</table>

Click here to download a sample outline.

**Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in performance**

The Department of Theatre offers a Bachelor of Fine Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the department are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission to a specific degree program (B.F.A. or B.A.). The department offers B.F.A. concentration areas in performance and stage management; as well as three areas of design/technology: scenic, lighting and costume. (See the individual specialization/concentration pages for curricula outlines.)

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in these preprofessional programs, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, the performer works daily with voice, body and imagination, while the designer/technician is involved in studio classes and practical application.

Prospective theatre educators engage in intensive teacher-training activities that lead to certification.

**Degree requirements for Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in performance**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Demonstrate skills and techniques needed to enter the profession as an actor.
- Demonstrate knowledge of history, theory and literature and their practical application.

**Additional School of the Arts requirements (minimum 9 credits)**

Approved General Education electives 9

**Collateral requirements (30 credits)**

ARTH 103 Survey of Western Art or ARTH 104 Survey of Western Art (or other non-Western art history course) 3

SPCH 121 Effective Speech 3

THEA 103 Stagecraft 3

THEA 104 Costume Construction 3

THEA 113 Introduction to Acting I 3

THEA 211 Introduction to Drama 3

THEA 228 Introduction to Costume Design 3

THEA 307-308 History of the Theatre 6

THEA/AFAM 303 Black Theatre, THEA 403 History of Dramatic Literature, THEA 404 History of Dramatic Literature, THEA 423 Modern Drama or THEA 424 Modern Drama 3

**Major requirements (47 credits)**

THEA 121 Introduction to Drawing, ARTF 161 Figure Drawing I, ARTF 162 Perspective and Three-dimensional Line Drawing, THEA 161 Figure Drawing: Superficial Anatomy or THEA 162 Figure Drawing: Draping the Human Form 2

THEA 122 Color Theory 2

THEA 221 Introduction to Scene Design 3

THEA 225 Electricity for the Stage 3

THEA 229 Introduction to Lighting Design 3

THEA 324 Practicum in Stage Lighting 12

THEA 326 Audio Mixing for Theatre 3

THEA 327 Computer-assisted Design and Drafting for the Theatre 3

THEA 429 Advanced Lighting Design 9

THEA 495 Senior Project: Portfolio Review 1

THEA 4XX upper-level electives 6

**Electives (13 credits)**

Upper level elective (300- or 400-level) 3

Open electives 10

**Total minimum requirement**

120

Click here to download a sample outline.
Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in scene design/technical production

The Department of Theatre offers a Bachelor of Fine Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the department are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission to a specific degree program (B.F.A. or B.A.). The department offers B.F.A. concentration areas in performance and stage management; as well as three areas of design/technology: scenic, lighting and costume. (See the individual specialization/concentration pages for curricula outlines.)

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in these preprofessional programs, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, the performer works daily with voice, body and imagination, while the designer/technician is involved in studio classes and practical application. Prospective theatre educators engage in intensive teacher-training activities that lead to certification.

Degree requirements for Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in scene design/technical production

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate skills and techniques needed to enter the profession as a scenic designer/technician.
- Demonstrate knowledge of history, theory and literature and their practical application.

General Education requirements Credits

| University Core Education Curriculum (minimum 21 credits) | 3 |
| UNIV 111 Focused Inquiry I | 3 |
| UNIV 112 Focused Inquiry II | 3 |
| UNIV 200 Writing and Rhetoric | 3 |
| Approved humanities/ fine arts | 3 |
| Approved natural/ physical sciences | 3-4 |
| Approved quantitative literacy | 3-4 |
| Approved social/ behavioral sciences | 3-4 |

Additional School of the Arts requirements (minimum 9 credits)
Approved General Education electives | 9 |

Collateral requirements (28 credits)

| ARTH 103 Survey of Western Art or ARTH 104 Survey of Western Art | 3 |
| THEA 103 Stagecraft | 3 |
| THEA 104 Costume Construction | 3 |
| THEA 113 Introduction to Acting I | 3 |
| THEA 121 Introduction to Drawing or THEA 161 Figure Drawing: Superficial Anatomy | 2 |
| THEA 122 Color Theory or THEA 162 Figure Drawing: Draping the Human Form | 2 |
| THEA 211 Introduction to Drama | 3 |
| THEA 307 History of the Theatre | 3 |
| THEA 308 History of the Theatre | 3 |
| THEA/AFAM 303 Black Theatre, THEA 403 History of Dramatic Literature, THEA 404 History of Dramatic Literature, THEA 423 Modern Drama or THEA 424 Modern Drama | 3 |
| Approved quantitative literacy | 2 |
| Approved natural/ physical sciences | 3 |
| Approved humanities/ fine arts | 3 |

Total minimum requirement 120

Click here to download a sample outline.

Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in stage management/technical production

The Department of Theatre offers a Bachelor of Fine Arts in Theatre that may be entered into during the third year. All freshman and transfer students entering the department are initially classified as Theatre Foundation students. After successfully completing the first two years of core theatre courses in their foundation areas of emphasis, students apply for admission to a specific degree program (B.F.A. or B.A.). The department offers B.F.A. concentration areas in performance and stage management; as well as three areas of design/technology: scenic, lighting and costume. (See the individual specialization/concentration pages for curricula outlines.)

Student participation in both credit- and noncredit-bearing department activities may be required. Students matriculating in School of the Arts degree programs are bound by the policies and procedures stipulated in this bulletin and in any other current handbook or policy document adopted by the individual programs.

Because of the environment that exists in these preprofessional programs, all aspects of theatre as art, craft, business and education are experienced together. The curriculum immerses students in the practicalities of theatre. Throughout the four years, the performer works daily with voice, body and imagination, while the designer/technician is involved in studio classes and practical application. Prospective theatre educators engage in intensive teacher-training activities that lead to certification.
Degree requirements for Theatre, Bachelor of Fine Arts (B.F.A.) with a concentration in stage management/technical production

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Demonstrate skills and techniques needed to enter the profession as a stage manager.
- Demonstrate knowledge of history, theory and literature and their practical application.

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Core Education Curriculum (minimum 21 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>Approved humanities/fine arts</td>
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<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
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<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
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<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Additional School of the Arts requirements (minimum 9 credits)</strong></td>
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<tr>
<td>Approved General Education electives</td>
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<tr>
<td><strong>Collateral requirements (29 credits)</strong></td>
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<tr>
<td>ARTH 103 Survey of Western Art or ARTH 104 Survey of Western Art</td>
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<tr>
<td>THEA 103 Stagecraft</td>
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<td>THEA 104 Costume Construction</td>
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<tr>
<td>THEA 113 Introduction to Acting I</td>
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<tr>
<td>THEA 211 Introduction to Drama</td>
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<td>THEA 212 Introduction to Drama II</td>
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<tr>
<td>THEA 307 History of the Theatre</td>
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<tr>
<td>THEA 308 History of the Theatre</td>
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</tr>
<tr>
<td>THEA/AFAM 303 Black Theatre, THEA 403 History of Dramatic Literature, THEA 404 History of Dramatic Literature, THEA 423 Modern Drama or THEA 424 Modern Drama</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td><strong>Major requirements (49 credits)</strong></td>
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<tr>
<td>THEA 221 Introduction to Scene Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 227 Introduction to Theatrical Makeup</td>
<td>3</td>
</tr>
<tr>
<td>THEA 228 Introduction to Costume Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 229 Introduction to Lighting Design</td>
<td>3</td>
</tr>
<tr>
<td>THEA 251 Rehearsal and Performance</td>
<td>6</td>
</tr>
<tr>
<td>THEA 252 Rehearsal and Performance</td>
<td>3</td>
</tr>
<tr>
<td>THEA 325 Stage Management Practicum</td>
<td>6</td>
</tr>
<tr>
<td>THEA 351 Rehearsal and Performance</td>
<td>3</td>
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<tr>
<td>THEA 361 Directing I</td>
<td>3</td>
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<tr>
<td>THEA 362 Directing II</td>
<td>3</td>
</tr>
<tr>
<td>THEA 451 Rehearsal and Performance</td>
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<tr>
<td>THEA 495 Senior Project: Portfolio Review</td>
<td>1</td>
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<td>Stage management electives (choose three)</td>
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<tr>
<td>THEA 432 Stage Management: Music Theory</td>
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<tr>
<td>THEA 433 Stage Management: Music Theatre and Opera</td>
<td></td>
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<tr>
<td>THEA 434 Stage Management: Maintaining and Remounting Productions</td>
<td></td>
</tr>
<tr>
<td>THEA 435 The Business of Stage Management</td>
<td></td>
</tr>
<tr>
<td><strong>Electives (minimum 12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Elective (300- or 400-level)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total minimum requirement</strong></td>
<td>120</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

School of the Arts in Qatar

P.O. Box 3095
Doha, Qatar
(+974) 492 7200
Fax: (+974) 480 5432
www.qatar.vcu.edu

Funded by the Qatar Foundation for Education, Science and Community Development

Allyson Vanstone
Professor of Graphic Design and Dean

William McGee
Chief Administration Officer

Valerie Jeremijenko
Assistant Dean for Student Affairs

Founded in 1998 as a collaboration between the Qatar Foundation for Education, Science and Community Development and Virginia Commonwealth University School of the Arts, the School of the Arts in Qatar offers the baccalaureate degrees in art history, fashion design, graphic design, interior design, and painting and printmaking. Its purpose is to provide special educational opportunities preparing graduates for leadership roles in the design professions. Courses emulate those offered on VCU’s Monroe Park Campus. Graduates are prepared for exciting careers in these growing fields.

VCU School of the Arts obtained the appropriate approvals from the VCU Board of Visitors and the State Council of Higher Education for Virginia and admitted the first class to what would become VCU School of the Arts in Qatar in fall 1998. The State Council of Higher Education for Virginia approved the request in April 2001 and forwarded its recommendation to the Governor and General Assembly. The 2002 General Assembly adopted legislation authorizing VCU to establish a campus in Qatar.

Admission

Admission policies for VCU School of the Arts in Qatar are the same as those in effect for VCU School of the Arts in Richmond with minor exceptions that recognize the culture and heritage of applicants from the Gulf region. Applications must include the following requirements:

1. The Qatari General Secondary Education Certificate or equivalent certificate from an accredited high school. Students applying from the British system must submit the results of their GCSE.

2. A working knowledge of English. Official Test of English as a Foreign Language scores are to be submitted with the application. Students whose TOEFL scores do not qualify them for admission are recommended to an academic bridge program (see below).

3. The VCU International Application for Admission.

4. The art and design portfolio (either in photographic slide portfolio or electronic format) or drawing and design portfolio. See admission guidelines for programs requiring specialized supplementary information in the “Admission to the University” section of this bulletin.

5. The application fee.

The high school certificate (or college transcript), official TOEFL score, the completed application form and the portfolio are all required in order to be considered for admission. These and all other application materials become the confidential property of VCU School of the Arts in Qatar.

Admission to the School of the Arts in Qatar is granted on a competitive basis. A score of 500 or higher on the TOEFL test is required for admission.

Conditional acceptance is offered to students who do not present a TOEFL score of 500 based on an exceptional high school record and portfolio. Conditional students must repeat the TOEFL during the foundation year, score a minimum of 500 and earn passing grades in order to proceed to the second year.

Evaluation of transcripts

Applicants applying for transfer credit from a postsecondary institution will have their transcripts reviewed for possible acceptance of transfer credits. Faculty and
Degree programs

Baccalaureate programs within the School of the Arts in Qatar prepare students for careers in the following departments:

- Art history
- Fashion design
- Graphic design
- Interior design
- Painting and printmaking

The Bachelor of Arts in Qatar offers a design studies track within the Master of Fine Arts in Design program. See additional details in this Bulletin or contact the School of the Arts in Qatar for more information.

**Art History, Bachelor of Arts (B.A.) with a concentration in art historical**

**Special requirements**

Art history majors must earn a minimum grade of C in each ARTH course to be applied to the curriculum requirements. In addition to the regular admissions requirements of VCU-Qatar, applicants to the art history program must submit the following: 1) official SAT or ACT scores; and 2) an essay as a writing sample with their online application. Details on the essay topic and length are found on the VCU-Q online application process. For additional information please see the department’s website at [www.vcu.edu/arts/arthistory/dept](http://www.vcu.edu/arts/arthistory/dept).

The Bachelor of Arts in Art History is a liberal arts program composed of an academic course of study exposing the student to the scholarship, theoretical perspectives and research methods of not only the history of art, but related disciplines in the humanities. Courses focus on cultures, historical periods and regions. The program also includes possibilities for directed research projects as well as museum internships. This curriculum provides students the best possible background for future graduate work in art history.

**Degree requirements for Art History, Bachelor of Arts (B.A.) with a concentration in art historical**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Practice precise and thorough observation
- Write and speak effectively about art and architecture
- Acquire knowledge of key monuments, artists and art movements in the history of art
- Conduct research using art historical methods

**General Education requirements**

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Core Education Curriculum (minimum 21 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional General Education requirements (9 credits)**

| ARTH, GEOG, HIST or RELS | 9 |

**Collateral requirements (28 credits)**

| ENGL 215 Textual Analysis | 3 |
| UNIV 101 Introduction to the University | 1 |
| ARAB, FREN, ITAL, SPAN, or GRMN 202 | 3 |
| HIST (any) | 12 |
| HIST (300-level) | 3 |
| Fine arts studio (CRAF, PAPR, or PHTO) | 6 |

**Total minimum requirement**

21 credits

**Open electives (21 credits)**

21 credits

**Click here to download a sample outline.**

**Fashion, Bachelor of Fine Arts (B.F.A.) with a concentration in fashion design**

The fashion design curriculum offers technical and design courses that provide skills required in the fashion industry. Individual designs are presented in two-dimensional form, developed and perfected through techniques used in the fashion industry, and then executed in final and three-dimensional form in fabrics appropriate to the design. A fashion industry internship is required.

**Degree requirements for Fashion, Bachelor of Fine Arts (B.F.A.) with fashion design concentration**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Utilize problem-solving skills: Apply investigative and research skills in the completion of studio projects.
- Implement industry-standard computer technology.
- Demonstrate professional visual and oral presentation skills.
- Understand the global nature of the fashion industry.

**General Education requirements**

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University Core Education Curriculum (minimum 21 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning outcomes

Upon completing this program, students will know and know how to do the following:

- **Utilize forms of communication**: With a sense of aesthetics, personal and professional integrity, and message clarity, students will utilize visual and verbal forms of communication to convey ideas and information.

### Bachelor of Fine Arts, Graphic Design (B.F.A.)

**Degree requirements for Bachelor of Fine Arts, Graphic Design (B.F.A.)**

**University Core Education Curriculum (minimum 21 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<tr>
<td>Approved humanities/fine arts</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional General Education requirements (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 388 Writing in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>General education electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Collateral requirements (21 credits)**

**Art Foundation Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 132 Surface Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 133 Space Research</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 134 Time Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
</tr>
</tbody>
</table>

**Art history**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTF 115, 116 Art History Survey</td>
<td>6</td>
</tr>
<tr>
<td>ENGL 215 Textual Analysis (satisfies University Core humanities/fine arts)</td>
<td></td>
</tr>
<tr>
<td>MATH 131 Introduction to Contemporary Math (satisfies University Core quantitative literacy)</td>
<td></td>
</tr>
<tr>
<td>UNIV 101 Introduction to the University</td>
<td>1</td>
</tr>
</tbody>
</table>

**Major requirements (65 minimum credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FASH 290 Textiles for the Fashion Industry</td>
<td>3</td>
</tr>
<tr>
<td>FASH 343 Fashion I Studio</td>
<td>3</td>
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<tr>
<td>FASH 344 Fashion Fore Suitable</td>
<td>3</td>
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<tr>
<td>FASH 345 Computers for Fashion Design: Adobe Photoshop and Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>FASH 350 Fashion Promotion</td>
<td>3</td>
</tr>
<tr>
<td>FASH 391 Fashion Workshop</td>
<td>3</td>
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<tr>
<td>FASH 401 Design II Studio</td>
<td>3</td>
</tr>
<tr>
<td>FASH 402 Design II Studio</td>
<td>3</td>
</tr>
<tr>
<td>FASH 403 Design Theory and Illustration I</td>
<td>6</td>
</tr>
<tr>
<td>FASH 404 Design Theory and Illustration II</td>
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<tr>
<td>FASH 499 Fashion Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FASH 493 Fashion Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Open electives (6 credits)**

Choose courses at 300 level or higher

**Total minimum requirement**

122

Click here to download a sample outline.

**General Education requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
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**Additional General Education requirements (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENGL 388 Writing in the Workplace</td>
<td>3</td>
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<tr>
<td>General education electives</td>
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**Collateral requirements (21 credits)**

**Art Foundation Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ARTF 131 Drawing Studio</td>
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<tr>
<td>ARTF 132 Surface Research</td>
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<tr>
<td>ARTF 133 Space Research</td>
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<tr>
<td>ARTF 134 Time Studio</td>
<td>3</td>
</tr>
<tr>
<td>ARTF 139 Project</td>
<td>2</td>
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</tbody>
</table>

**Art history**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTF 115, 116 Art History Survey</td>
<td>6</td>
</tr>
<tr>
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<tr>
<td>MATH 131 Introduction to Contemporary Math (satisfies University Core quantitative literacy)</td>
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<tr>
<td>UNIV 101 Introduction to the University</td>
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**Major requirements (63 credits)**

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<tr>
<td>GDES 201 Construction Techniques</td>
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<tr>
<td>GDES 202 Draping</td>
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<tr>
<td>GDES 203-204 Patternmaking</td>
<td>6</td>
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<tr>
<td>GDES 205-206 Fashion Drawing I</td>
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<tr>
<td>GDES 290 Textiles for the Fashion Industry</td>
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<tr>
<td>GDES 301 Design I Studio</td>
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<tr>
<td>GDES 302 Design I Studio</td>
<td>3</td>
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<tr>
<td>GDES 310 The Business of Design</td>
<td>3</td>
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<tr>
<td>GDES 345 Computers for Fashion Design: Adobe Photoshop and Illustrator</td>
<td>3</td>
</tr>
<tr>
<td>FASH 350 Fashion Promotion</td>
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<td>1</td>
</tr>
<tr>
<td>FASH 493 Fashion Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Open electives (6 credits)**

Choose courses at 300 level or higher

122

Click here to download a sample outline.
Total minimum requirement 120

Click here to download a sample outline.

Interior Design, Bachelor of Fine Arts (B.F.A.)

Special requirements
For consideration and entry into the Interior Design major, students must successfully complete all foundation studio courses and submit a portfolio of their work for review.

Degree requirements for Interior Design, Bachelor of Fine Arts (B.F.A.)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

1. Students will demonstrate professional values. The students will demonstrate professional values that address client and user needs in response to the built environment, professional ethics, environmental ethics and the role of sustainability in the practice of interior design. Students will demonstrate an understanding of a global perspective approach to thinking and problem-solving (viewing design with awareness and respect for cultural and social differences of people; understanding issues that affect the sustainability of the planet; understanding of the implications of conducting the practice of design within a world market). Students will demonstrate critical and analytical thinking, creative thinking, and the ability to think visually and volumetrically. Students will demonstrate professional discipline (i.e., time management, organizational skills) and active listening skills. Students will understand the importance of community and public service.

2. Student work will demonstrate design fundamentals. Students will demonstrate knowledge of design fundamentals including design elements and principles, color principles, theories and systems, theories of design and composition, and principles and theories of lighting design. Students will demonstrate an understanding of the theories of human behavior in the built environment including human factors (ergonomics, anthropometrics), the relationship between human behavior and the built environment, and an understanding of the principles of sustainability. Students will demonstrate knowledge of the history of art, architecture and design.

3. Student work will demonstrate knowledge of interior design. Students will demonstrate knowledge and application of the design process and two- and three-dimensional design elements and principles in the development of the spatial envelope. Student work will demonstrate programming skills, including problem identification, identification of client and user needs, and information gathering research and analysis (functional requirements, code research, sustainability issues, etc.). Student work will demonstrate competent schematic design, concept development and problem-solving (conceptual statements, conceptual drawings, space planning). Student work will demonstrate competent design development skills (selection of finishes and materials; furniture selection and planning, plans, elevations, sketches, and design models; luminaire and lighting sources; design justification solutions in relation to the program and concept; appropriate selection and application of decorative architectural elements). Students will demonstrate skills in preparing drawings, schedules and specifications as an integrated system in a single project. Student work should demonstrate an understanding of appropriate selection and application of art and accessories, the ability to custom design interior elements, way-finding methods and graphic identification. Students must demonstrate understanding of the impact of laws, codes, regulations, standards and practices that protect the health, safety and welfare of the public.

4. Student work will demonstrate effective communication. Student work will demonstrate competence in drafting and lettering, both manual and computer-aided techniques; illustrative drawing; and presentation of color, materials and furnishings. Students must express ideas clearly in oral presentations and critiques; communicate clearly in writing of specifications, schedules, and contracts and other business-related documents, such as project programs, concept statements, reports, research papers, resumes and correspondence. Student work must demonstrate the student's ability to successfully render the design intent using two- and three-dimensional methods (manual and computer-aided).

5. Students will demonstrate a foundation in business and professional practices. Students will demonstrate understanding of project management (estimating, budget management, contract administration, information management, conflict resolution, assessment processes including post-occupancy evaluation). Students must demonstrate knowledge of licensing and registration requirements for interior designers and professional design organizations. Students must demonstrate understanding of basic business computer applications (word processing, spreadsheets) and business procedures (marketing, strategic planning).

General Education requirements

University Core Education Curriculum (minimum 21 credits)

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional General Education requirements (9 credits)

- ENGL 388 Writing in the Workplace 3
- General education electives 6

Collateral requirements (24 credits)

- ARTF 115, 116 Art History Survey 6
- ARTF 131 Drawing Studio 3
- ARTF 132 Surface Research 3
- ARTF 133 Space Research 3
- ARTF 134 Time Studio 3
- ARTF 139 Project 2
- UNIV 101 Introduction to the University 1
- Art/design elective (Any ARTS, CRAF, GDES, FASH, IDES, or PAPR course) 3

Major requirements (67 credits)

- IDES 201 Introductory Interior Design Studio I 4
- IDES 202 Introductory Interior Design Studio II 4
- IDES 211 Interior Graphics I 3
- IDES 212 Interior Graphics II 3
- IDES 231 Fundamentals of Interior Design 3
- IDES 251 Historic Environments: Ancient through 19th Century 3
- IDES 301 Interior Design Studio I 4
- IDES 302 Interior Design Studio II 4
- IDES 311 Advanced Interior Graphics I 3
- IDES 312 Advanced Interior Graphics II 3
- IDES 321 Interior Materials and Textiles 3
- IDES 323 Light and Color in Interior Environments 3
- IDES 330 The Business of Design 3
- IDES 370 Design History: 20th and 21st Centuries 3
- IDES 400 Senior Interior Design Studio I 4
- IDES 401 Senior Interior Design Studio II (capstone) 4
- IDES 421 Construction Documents 3
- IDES 422 Building Systems 3
- IDES 441 Senior Seminar I (capstone) 2
- IDES 442 Senior Seminar II (capstone) 2
- IDES 493 Interior Design Internship 3

Total minimum requirement 121

Credits

4. Student work will demonstrate effective communication. Student work will demonstrate competence in drafting and lettering, both manual and computer-aided techniques; illustrative drawing; and presentation of color, materials and furnishings. Students must express ideas clearly in oral presentations and critiques; communicate clearly in writing of specifications, schedules, and contracts and other business-related documents, such as project programs, concept statements, reports, research papers, resumes and correspondence. Student work must demonstrate the student's ability to successfully render the design intent using two- and three-dimensional methods (manual and computer-aided).

5. Students will demonstrate a foundation in business and professional practices. Students will demonstrate understanding of project management (estimating, budget management, contract administration, information management, conflict resolution, assessment processes including post-occupancy evaluation). Students must demonstrate knowledge of licensing and registration requirements for interior designers and professional design organizations. Students must demonstrate understanding of basic business computer applications (word processing, spreadsheets) and business procedures (marketing, strategic planning).
Click here to download a sample outline.

**Painting and Printmaking, Bachelor of Fine Arts (B.F.A.)**

**Special requirements**

Studio courses are designed to be taken in the following sequence: 200 level (basic), 300 level (intermediate) and 400 level (advanced). Instructors may ask you to withdraw from a course if you lack the appropriate background of knowledge and experience.

**Degree requirements for Painting and Printmaking, Bachelor of Fine Arts (B.F.A.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

1. Students are expected to achieve technical proficiency in painting and printmaking, and possess the skill to translate their creative ideas through studio practice.
2. Students are expected to develop personal voices as artists based on an awareness of social, historical and critical issues.
3. Students have the ability to think critically and to articulate their ideas via conversation, public speaking and writing.
4. Students comprehend the potential impact of contemporary art on culture.

**General Education requirements**

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Additional General Education requirements (9 credits)**

- ENGL 215 Textual Analysis: 3 credits
- General education electives: 6 credits

**Collateral requirements (30 credits)**

**Art Foundation Program**

- ARTF 131 Drawing Studio: 3 credits
- ARTF 132 Surface Research: 3 credits
- ARTF 133 Space Research: 3 credits
- ARTF 134 Time Studio: 3 credits
- ARTF 139 Project: 2 credits
- Art history
  - ARTF 115, 116 Art History Survey: 6 credits
- Additional art history electives: 9 credits
- UNIV 101 Introduction to the University: 1 credit

**Major requirements (53 credits)**

- PAPR 205 Painting, Basic: 4 credits
- PAPR 209 Materials: Printmaking: 4 credits
- PAPR 221 Drawing, Basic: 3 credits
- PAPR 299 Concepts and Issues: 2 credits
- PAPR 305 Painting, Intermediate: 4 credits
- PAPR 321 Drawing, Intermediate: 3 credits
- PAPR 405 Painting, Advanced: 4 credits
- PAPR 421 Drawing, Advanced: 3 credits
- PAPR 490 Senior Seminar: 2 credits
- SCPT 211 Basic Sculpture I: 4 credits
- PAPR 300-level course in printmaking, intermediate (from list below): 4 credits
- PAPR 400-level course in printmaking, advanced (from list below): 4 credits
- PAPR 400-level course in printmaking, advanced (from list below): 4 credits
- PAPR studio elective: 8 credits

**Studio electives (8 credits)**

- Studio electives (outside of PAPR): 8 credits

**Total minimum requirement**

- Total: 121 credits

**Intermediate printmaking electives**

- PAPR 315 Printmaking, Intermediate (Etching)
- PAPR 317 Printmaking, Intermediate (Lithography)
- PAPR 319 Printmaking, Intermediate (Screenprinting)

**Advanced painting electives**

- PAPR 405 Painting, Advanced

**Advanced printmaking electives**

- PAPR 409 Large Format Digital Printing
- PAPR 415 Printmaking, Advanced (Etching)
- PAPR 417 Printmaking, Advanced (Lithography)
- PAPR 419 Printmaking, Advanced (Screenprinting)

Studio courses outside painting and printmaking include: CRAF, SCPT, KINE, PHTO or GDES

Click here to download a sample outline.
Virginia Commonwealth University’s School of Business can be traced back to 1917 when a board of private citizens organized the Richmond School of Social Economy for Social Workers and Public Health Nurses. By 1937 the school was called the Richmond Professional Institute, was affiliated with The College of William and Mary, and had added business courses to the curriculum. The school began offering a graduate program in 1962. Since then, the program has continued to develop and mature to meet the needs of the future.

**Vision**
The vision of the VCU School of Business is to be nationally recognized as the leading technologically focused school of business in the commonwealth of Virginia.

**Mission**
The mission of the VCU School of Business is to prepare students for successful careers and lifelong learning by providing management education firmly grounded in technology, interdisciplinary teamwork and global perspectives. Essential to achieving this mission is striving to excel in teaching and scholarly research, and to build effective, value-based relationships with the external community.

**Administration**
301 West Franklin Street
P.O. Box 844000
Richmond, Virginia 23284-4000
(804) 828-1595
Fax (804) 828-8884
www.business.vcu.edu

Ed Grier
Dean

David J. Urban
Executive Associate Dean

José Dulá
Interim Associate Dean for Research and Doctoral Studies

Shannon K. Mitchell
Associate Dean for Undergraduate Studies

Jana P. McQuaid
Assistant Dean for Master’s Program

William J. Miller
Executive Director, Fast Track Executive M.B.A. Program

**Accreditation**
The School of Business is accredited by the Association to Advance Collegiate Schools of Business, which accredits programs of professional education in business at the collegiate level. AACSB International accreditation represents the highest standard of achievement for business schools worldwide. Institutions that earn accreditation confirm their commitment to quality and continuous improvement through a rigorous and comprehensive peer review. AACSB International accreditation is the hallmark of excellence in management education.

The School of Business is the first school of business in the nation to gain accreditation from the Accreditation Board for Engineering and Technology (ABET) for its undergraduate program in information systems.

**Financial aid, scholarships and awards**

**Scholarships and awards**
In addition to university scholarships, business students may apply and compete for scholarships awarded through School of Business endowed scholarship funds or through the various School of Business academic programs. For detailed information on scholarships and awards, visit the School of Business Web site.

**Cooperative Education and internships**
Business students are eligible for the university’s Cooperative Education Program. Qualified students placed with an employer will either alternate one semester of full-time study with one semester of full-time work or combine study with part-time work during the same semester. The School of Business also offers internships, allowing advanced students to pursue part-time work assignments with area employers.

**Assistantships**
The School of Business offers a limited number of graduate assistantships to full-time students for the academic year. For further information, write to the Graduate Studies in Business Office.

Graduate students also are eligible for funds administered under the National Defense Loan and college work-study programs. For further information, write to Director of Financial Aid, Virginia Commonwealth University, Richmond, VA 23284-2526.

**Undergraduate information**

**Undergraduate programs**
The school offers undergraduate baccalaureate degree programs in accounting, business, economics, financial technology, information systems, real estate and marketing, each of which earns a Bachelor of Science. Post-baccalaureate undergraduate certificates in accounting, human resource management, information systems, marketing, and real estate and urban land development are also offered, as well as minors in general business and human resource management.

A minor in economics is offered by the L. Douglas Wilder School of Government and Public Affairs. Business majors (other than economics) are eligible for this minor. See the program listing for more information.

Programs, degree levels and specializations are outlined below.

**Bachelor of Science**
Accounting
Business
- Business administration and management
  - Business administration
  - Entrepreneurship and small business management
  - International management
  - Supply chain management
- Finance
  - Finance
  - Financial planning
  - Insurance-risk management
- Human resource management
Economics
Financial technology
- Financial engineering
- Actuarial science
Information systems
Marketing
Real estate

**Post-baccalaureate undergraduate certificates**
Accounting
Human resource management
Information systems
Marketing
Real estate and urban land development

**Undergraduate certificate**
International management studies (interdisciplinary program with School of World Studies)

**Minors**
General business
Human resource management
General requirements for undergraduate business degrees

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 165, 166, 167, 168 and 169. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111 and 112 (with a minimum of C grade in UNIV 112), UNIV 200, ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business.

The advanced program details the course requirements for students admitted to a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Foundation program

<table>
<thead>
<tr>
<th>Credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21*</td>
<td>1. General education requirements</td>
</tr>
<tr>
<td></td>
<td>ECON 210-211 Principles of Economics</td>
</tr>
<tr>
<td></td>
<td>MGMT 171 Mathematical Applications for Business</td>
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<tr>
<td></td>
<td>MGMT 212 Differential Calculus and Optimization for Business</td>
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<tr>
<td></td>
<td>MATH 211 Mathematical Structures (required only of information systems majors*)</td>
</tr>
<tr>
<td></td>
<td>UNIV 111 and 112 Focused Inquiry I and II</td>
</tr>
<tr>
<td></td>
<td>UNIV 200 Writing and Rhetoric</td>
</tr>
<tr>
<td>* Information systems majors must take a total of 24 credits.</td>
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</tr>
<tr>
<td>21</td>
<td>2. General education electives</td>
</tr>
<tr>
<td></td>
<td>a. Science</td>
</tr>
<tr>
<td></td>
<td>One course from the list of approved natural/physical sciences courses in Tier II of the Core Curriculum</td>
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<tr>
<td></td>
<td>b. Social sciences</td>
</tr>
<tr>
<td></td>
<td>One course from the list of approved social/behavioral sciences courses in Tier II of the Core Curriculum</td>
</tr>
<tr>
<td></td>
<td>c. Humanities</td>
</tr>
<tr>
<td></td>
<td>One course from the approved list of humanities/fin arts courses in Tier II of the Core Curriculum</td>
</tr>
<tr>
<td></td>
<td>d. Additional general education electives</td>
</tr>
<tr>
<td></td>
<td>Select remainder of 21 credits from any of the other courses listed above in (a) through (c) or from the following list. Accounting majors must take one political science course if they did not take political science to satisfy the social science requirement (b) above.</td>
</tr>
<tr>
<td></td>
<td>Any 200-level ENGL literature course</td>
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<tr>
<td></td>
<td>Any foreign language course</td>
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<tr>
<td></td>
<td>Any honors module</td>
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<td></td>
<td>Any HIST, INTL*, PHIL, POLI or RELS course</td>
</tr>
<tr>
<td></td>
<td>Any ANTH, PSYC or SOCY course except PSYC 214</td>
</tr>
<tr>
<td></td>
<td>Applications of Statistics, which business majors cannot take for degree credit</td>
</tr>
<tr>
<td></td>
<td>Any ARTH, DANC, MHIS, or THEA course open to non-arts majors</td>
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<tr>
<td></td>
<td>CHEM 101-102 General Chemistry</td>
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<tr>
<td></td>
<td>GEOG/ENVS 105 Physical Geography</td>
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<td></td>
<td>PHYS 101 Foundations of Physics</td>
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<td></td>
<td>PHYS 107 Wonders of Technology</td>
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<td></td>
<td>PHYS 201-202 General Physics</td>
</tr>
<tr>
<td></td>
<td>*Except INTL 493 International Studies Internship</td>
</tr>
<tr>
<td>12*</td>
<td>3. Non-School of Business electives</td>
</tr>
<tr>
<td></td>
<td>(Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.</td>
</tr>
<tr>
<td></td>
<td>MGMT 302 Business Statistics and a maximum of four credits from the INFO 160 series can be used as nonbusiness electives.)</td>
</tr>
<tr>
<td>* Information systems majors take only 9 credits.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4. School of Business foundation core</td>
</tr>
<tr>
<td></td>
<td>ACCT 203-204 Introduction to Accounting</td>
</tr>
<tr>
<td>3</td>
<td>5. Business and/or nonbusiness electives</td>
</tr>
<tr>
<td></td>
<td>Finance majors must take MGMT 302 Business Statistics. All School of Business students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills.</td>
</tr>
</tbody>
</table>

Foundation total 63

Advanced program

| Credits | 1. School of Business advanced core |
|---------| ECON 303 Managerial Economics |
|         | FIRE 311 Financial Management |
|         | INFO 360 Business Information Systems |
|         | MGMT 301 Business Statistics |
|         | MGMT 319 Organizational Behavior |
|         | MGMT 320 Production/Operations Management |
|         | MGMT 323 Legal Environment of Business* |
|         | MGMT 325 Organizational Communication |
|         | MGMT 434 Strategic Management |
|         | MKTG 301 Introduction to Marketing |
| *Accounting majors may take MGMT 323 or ACCT 481 Law for Accountants |
| 27      | 2. Major requirements listed under the major requirement section of each department |
| 57      | Advanced program total |
| 120     | Baccalaureate programs total credits |

Business Honors

Undergraduate business majors may earn business honors. Any student enrolled in the VCU Honors College and in the business foundation program or with a major within the School of Business is eligible to participate.

The mission of the Business Honors Program is to provide a challenging experience for high-ability School of Business students that boosts creativity, strategic thinking, teamwork and leadership in collaboration with the VCU Honors College.

The Business Honors Program produces exceptional business graduates who are prepared to excel in any environment of their choosing. It will achieve this by:

- Fostering a culture of intellectual curiosity and achievement
- Creating long-term, cohesive relationships within a community of highly motivated VCU students
- Partnering with local industry leaders to provide internships, seminars and professional mentoring

To earn business honors, students must complete business honors courses and fulfill all of the requirements to graduate with University Honors. Students who enter The Honors College with fewer than 54 credits must complete at least 15 credit hours of business honors courses. Students who enter The Honors College with 54 or more credit hours must complete at least 12 credit hours of business honors courses. Honors core requirements also vary depending on the number of credit hours earned at the time of admission to the VCU Honors College. Transfer students and freshmen are equally encouraged to apply. For complete details on honors program admission and graduation requirements, see [www.honors.vcu.edu](https://www.honors.vcu.edu).

Current honors course offerings, including business honors courses are listed at: [https://www.pubapps.vcu.edu/honors/academics/courses/index.aspx](https://www.pubapps.vcu.edu/honors/academics/courses/index.aspx)

Business honors graduates will be recognized at Commencement with special regalia, and the distinction “Business Honors” will be noted on the transcript.
Inquires should be directed to the Office of Undergraduate Studies in the School of Business in Room B-1100 of Snead Hall.

Post-baccalaureate undergraduate certificates

The School of Business at VCU offers post-baccalaureate undergraduate certificates in five areas: accounting, human resource management, information systems, marketing, and real estate and urban land development. These certificate programs are designed for individuals who hold bachelor’s degrees in other fields. By taking the courses required at the undergraduate level in one of the certificate concentrations, individuals are able to obtain an extensive knowledge of the subject.

Refer to individual program listings for certificate requirements.

Application information

Students cannot be accepted into a program until they have completed all the requirements for their bachelor’s degree and have achieved at least a 2.5 GPA in their undergraduate work. Applicants must submit an application and a nonrefundable fee of $30. In addition, two official transcripts (bearing the university seal) from the institution granting the bachelor’s degree should be sent directly to Graduate Studies in Business. International students also must submit current TOEFL scores and English translations of all transcripts. The deadlines for applications are:

- Fall: Jul 15
- Spring: Nov 15
- Summer: Mar 15

1. Certificate recipients must have received an overall GPA of 2.5 (“C”) on credit hours attempted for the certificate at VCU. The grades of “D” and “F” are counted in computing the overall GPA but carry no credit.

2. Students who fail to register for at least one course per semester in the program will be automatically dropped from the program and must reapply for admission to continue in the program. At that time some or all of the courses completed prior to the reapplication may not be accepted toward the certificate.

If unusual circumstances warrant it, a leave of absence for one semester may be obtained by requesting such a leave in writing from the director of graduate programs as early as possible but no later than the end of the first week of registration of the semester in which the absence is expected to occur.

3. Grades of “A,” “B,” and “C” are passing grades; “D” is not a passing grade. Students who receive a grade of “D” or below on more than 20 percent of the credit hours attempted for the program will be terminated from their program.

4. Courses in which students have earned a grade of “D” or “F” must be repeated if these courses are needed for the program. Courses for which a passing grade was received cannot be repeated without written permission of the adviser and the director of graduate programs in business. The repeat course option in baccalaureate programs is not applicable to certificate programs.

5. Students who satisfy all the requirements except the 2.5 GPA may be allowed to take a maximum of six additional credit hours to raise the average. Students are required to get the approval of the adviser and the director of graduate programs in business.

6. Full-time certificate status consists of a minimum of 12 and a maximum of 18 undergraduate credits per semester.

7. Students must continually demonstrate acceptable professional behavior to be retained in the program.

8. All requirements for the certificate must be completed within five years from the date of admission or taking the first course in the program. This time limitation applies to both full- and part-time students. A maximum of two one-year extensions may be granted if satisfactory progress is demonstrated on the part of students requesting extensions. For extensions, write to the director of graduate programs in business.

9. The policies of the university regarding undergraduate degree programs will apply as the minimum when the certificate policy is not stated clearly in these policies. When in conflict, the stricter policy will apply in any case.

10. Students may not use the same course(s) for two certificates or the certificate and another program.

11. A maximum of six semester hours of acceptable undergraduate credit earned beyond the bachelor’s degree (and not applied toward other completed degrees or certificates) may be transferred and applied toward the certificate program requirements. Such credits will be evaluated for acceptance upon written request from the student after completion of nine semester hours of work at VCU. No transfer credit can be given for courses completed prior to awarding the bachelor’s degree regardless of whether the courses were taken beyond the minimum required for the bachelor’s degree program, unless prior written permission was given by the director of graduate programs in business.

Transfer credit is made at the discretion of the director of graduate programs in business upon the recommendation of the student’s adviser.

All transfer work must be at the “C” or higher grade level. Transfer credit must not be older than seven years at the time the certificate is awarded.

Credits to be earned at other institutions after acceptance in the program must be approved in advance, and approval is granted at the discretion of the director of graduate programs in business. Such work is approved under very unusual circumstances such as a job transfer to a new location more than 100 miles from Richmond.

12. CLEP examination credit is not given for the certificate programs.

13. All students admitted to a certificate program are assigned advisers. Students are required to work with their advisers to plan their certificate programs. Each student program or changes thereto must be approved by both the adviser and the director of graduate programs in business. Courses taken prior to approval are taken at the student’s own risk. Each student is required to complete an approved program form and file it with the Graduate Studies in Business Office no later than the end of the first semester in which the student is admitted. Failure to do so may result in dismissal from the program.

14. Students cannot be accepted in the certificate programs until they have completed all the requirements for their bachelor’s degrees.

15. Students must apply to graduate using the Graduation Application Form. For deadlines, consult the university calendar.

16. Student appeals for exceptions to policies or academic standards may be made in writing to Virginia Commonwealth University, Director of Graduate Programs, School of Business, Richmond, VA 23284-4000.

Academic policies

Admission guidelines and deadlines
Enrollment in business courses
Limitation on total credits earned by nonbusiness majors
Transfer policies
Student advising
Double majors

Admission guidelines and deadlines

Students applying to the School of Business should have completed four years of high school mathematics and must follow the application submission dates for the university as stated in the “Admission to the University” section of this bulletin. School of Business degree programs are organized into two components — the foundation program and the advanced program.

Freshmen are admitted initially into the business foundation program. Business foundation students must apply for admission to the advanced program (and a major) and be accepted at the end of the semester in which they attempt at least their 60th credit hour, including transfer credits. Attempted hours include credit hours from courses in which a W, an F or any other grade has been assigned. This is reported in the transcript as “overall attempted hours.” Details of minimum admission requirements for the advanced program can be found in the “General requirements for undergraduate business degrees” section of this Bulletin.

Transfer students are admitted into the business foundation program by the Office of Undergraduate Admissions. Transfer students who are eligible for the advanced program and a major (based on transfer course work) apply during New Student
Orientation. Those transfer students not immediately admitted to the advanced program and a major will enter as business foundation students. They must apply to the advanced program and a major following the minimum number of semesters needed to complete the general requirements and the school’s core courses, as detailed in “General requirements for undergraduate business degrees.”

VCU students in other programs with fewer than 30 earned credit hours who wish to change into a business major follow the same admission deadlines as students admitted to the business foundation program as freshmen. VCU students with 30 or more earned hours at the time of the change of major follow the same admission guidelines and deadlines as transfer students.

Students who have not met admission requirements for the advanced program by the deadlines described above will be separated from the business program and asked to seek a major outside of the School of Business. This in itself does not preclude the student from completing another major at VCU, including the economics major offered through the College of Humanities and Sciences.

Students may appeal the separation via the associate dean for undergraduate studies in the School of Business. The associate dean may, at his or her discretion, extend the time period needed to meet the requirements, generally by only one semester. If this extension is not granted and the student wishes to appeal the associate dean’s decision, the appeal will be heard by the School Undergraduate Programs Committee (SUPC), which may establish a subcommittee for this purpose.

Application to the advanced program and a major is made by filing a change of major request in the Office of Undergraduate Studies, Room B1100, Snead Hall. If approved, the change of major becomes effective at the beginning of the following semester.

Enrollment in business courses

All VCU students may enroll in freshman and sophomore business courses (all 100- and 200-level courses in the School of Business) provided prerequisites are met.

Only juniors, seniors and graduate students admitted to a major field within the university, nondegree-seeking degree holders, and non-degree-seeking transient students are eligible for enrollment in all upper-division courses (300- and 400-level courses in the School of Business). Non-degree-seeking degree holders and transient students may enroll in upper-level business courses on a space-available basis only. Students not eligible for all upper-level business courses may enroll in the following upper-division courses if the prerequisites are met:

- ACCT 405 Tax Accounting Principles
- FIRE 315 Personal Financial Planning
- FIRE 316 Principles of Real Estate
- FIRE 333 Risk and Insurance
- FIRE 428 Employee Benefit Planning
- FIRE/SGMT 444 Occupational Safety, Health and Security
- INFO 300 Information Technology Infrastructure
- INFO 350 Intermediate Programming
- MGMT 301-302 Business Statistics
- MGMT 323 Legal Environment of Business

Limitation on total credits earned by nonbusiness majors

The number of credits that nonbusiness majors may accumulate from enrollment in classes offered by the School of Business is limited to a maximum of 25 percent of the total credits required for graduation in their programs. Students who wish to present more than 25 percent of their course work in business and/or economics must be admitted to a major in the School of Business, must complete a minimum of 27 credits from the School of Business advanced program after acceptance into the major and must meet all graduation requirements of the school. This does not limit the number of courses in economics for economics majors in the College of Humanities and Sciences.

Transfer policies

In addition to meeting the general requirements of the university and the School of Business, transfer students who plan to enroll in an undergraduate program in business must comply with the following requirements:

1. Incoming transfer students who are otherwise qualified for admission to the advanced program will be evaluated based on the cumulative GPA they had at their previous institution(s). Once transfer students have completed courses at VCU, however, their admission to the advanced program is evaluated using their cumulative GPA at VCU.

2. Transfer of business and economics courses from two-year institutions is limited to courses offered by the School of Business in the lower division (freshman and sophomore years). An exception is made for statistics and business statistics courses that transfer to VCU as MGMT 301 or STAT 210 or higher. See the online VCU Transfer Guide for details.

3. For a course to be considered for acceptance into the advanced program, it must be completed in a business program that is accredited by AACSB International and is at a four-year university. Any other transfer request must be reviewed and approved by the associate dean for undergraduate studies or their designee.

4. Credits earned at other institutions carrying a grade of D are not accepted for transfer.

Student advising

Freshman business students are assigned an adviser in University College. All other business students are assigned an adviser in the Office of Undergraduate Studies to assist students in planning course work, becoming familiar with university services, interpreting university rules and procedures and clarifying career objectives. Students are also strongly encouraged to consult with faculty in their major field of study for detailed information on course content and career paths.

While the faculty of the School of Business provides information and advice, the student is ultimately responsible for knowing and satisfying the degree requirements of his or her program. Students should familiarize themselves with curriculum requirements, appropriate sequencing of courses and course prerequisites in the “General requirements for undergraduate business degrees,” and university academic regulations covered in the “Academic regulations and general degree requirements” sections of this bulletin.

Double majors

A double major fulfills the requirements of two majors concurrently. To earn a degree with a double major, the student must fulfill all the requirements of the degree programs of which the majors are a part. Students can declare a double major in the School of Business through the change of major process in the Office of Undergraduate Studies. The request for a double major should be approved before the student begins courses in the second major. For a second major in the School of Business, the student must complete all courses required for each major. Only one course overlap is allowed in the major requirements.

Dual degree

It is possible to obtain a dual degree in two business majors at the same time, resulting in two diplomas.

Laptop computer requirement

Entering freshmen and transfer students are required to purchase a laptop computer capable of meeting School of Business specifications. Information on the minimum required laptop specifications and the required software can be obtained from the Technology section of the School of Business website.

School of Business courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

The School of Business offers courses in the following areas:

- Use this link to see accounting (ACCT) courses.
- Use this link to see e-business (EBUS) courses.
- Use this link to see economics (ECON) courses.
- Use this link to see finance, insurance and real estate (FIRE) courses.
- Use this link to see information systems (INFO) courses.
- Use this link to see information technology systems (ISTM) courses.
- Use this link to see management (MGMT) courses.
Use this link to see marketing (MKTG) courses.

**General business, minor in**

The minor in general business is for nonbusiness majors and requires a minimum of 18 credits. Students must attain a minimum cumulative GPA of 2.00 in these courses.

It is suggested that students take the foundation courses first.

ACCT 202 and ECON 203 are the recommended courses. If a student wishes to become a business major, ACCT 202 cannot be applied to the business program. ECON 203 with a minimum grade of B can be applied to the business program. Also note that students may receive credit for only two of the following three courses: ECON 203, 210 or 211. ACCT 205 and ECON 205 are recommended for engineering students.

FIRE 311 has the following prerequisites: MGMT 212 or MATH 200; and ACCT 203 or ACCT 202 (for nonbusiness majors). This course is restricted to students who have completed at least 54 credit hours (junior standing) or 24 credits with minimum cumulative GPA of 2.5.

INFO 160 and junior standing are prerequisites to INFO 360.

Junior standing is required for MGMT 319.

All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills.

**Course requirements for minor in general business**

<table>
<thead>
<tr>
<th>Foundation courses</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting – choose one</td>
<td></td>
</tr>
<tr>
<td>ACCT 202 Accounting for Non-business Majors</td>
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<tr>
<td>ACCT 203 Financial Accounting</td>
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<tr>
<td>ACCT 204 Managerial Economics</td>
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<tr>
<td>ACCT 205 Introductory Accounting Survey</td>
<td></td>
</tr>
<tr>
<td>ACCT 507 Fundamentals of Accounting</td>
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<tr>
<td>Economics – choose one</td>
<td>3</td>
</tr>
<tr>
<td>ECON 203 Introduction to Economics</td>
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<tr>
<td>ECON 205 The Economics of Product Development and Markets</td>
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<tr>
<td>ECON 210 Principles of Microeconomics</td>
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<tr>
<td>ECON 211 Principles of Macroeconomics</td>
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<tr>
<td>ECON 500 Concepts in Economics</td>
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</tr>
<tr>
<td>Finance/insurance elective – choose one</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 311 Financial Management</td>
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<tr>
<td>FIRE 315 Personal Financial Planning</td>
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<tr>
<td>FIRE 316 Principles of Real Estate</td>
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<tr>
<td>FIRE 333 Risk and Insurance</td>
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<tr>
<td>General business electives – choose three</td>
<td>9</td>
</tr>
<tr>
<td>INFO 360 Business Information Systems</td>
<td></td>
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<tr>
<td>MGMT 319 Organizational Behavior</td>
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<tr>
<td>MGMT 323 Legal Environment of Business</td>
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<tr>
<td>MKTG 301 Marketing Principles</td>
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</tbody>
</table>

**Total** 18

**Department of Accounting**

The future development of the accounting profession depends upon the quality of the educational foundation on which it rests. The Department of Accounting is committed to the support of professional accounting through the delivery of educational experiences directed toward practice and through research that addresses the important policy issues of the day.

The mission of the department is to prepare students for careers in accounting, to interpret and expand accounting knowledge, and to render service to the profession and communities. The department does so by:

1. Providing a learning environment in which students are encouraged to interact with others in identifying and solving accounting and business problems.

2. Investigating, developing and sharing knowledge, which has the potential for significant influence on accounting, business and education.

3. Interacting with the accounting profession, the business community and the community at large.

**Administration**

Edward N. Coffman  
Professor and Department Chair  
[www.bus.vcu.edu/accounting](http://www.bus.vcu.edu/accounting)

**Accounting courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to accounting (ACCT) courses.

**Accounting, Bachelor of Science (B.S.)**

**Special requirements**

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years.

Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112 and 200 (a minimum grade of C is required in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212, and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The [admission requirements for the School of Business](http://www.bus.vcu.edu/admission) detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

All upper-level accounting courses with a prerequisite course require a minimum grade of C in the prerequisite course.

The 120-hour undergraduate accounting program is designed to prepare students for entry-level positions in accounting. This program will qualify graduates to sit for the Uniform Certified Public Accountant Examination in Virginia. However, certification requires 150 hours of college credits. Most public accounting firms give hiring preference to applicants who have completed the full 150 hours prior to starting work.

**Learning goals**

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
- Graduates will possess the ability to analyze the ethical dimensions of an accounting issue and will be able to effectively communicate financial information.
- Graduates will be able to effectively analyze accounting information and understand the impact of accounting information in a business context.
Degree requirements for Accounting, Bachelor of Science (B.S.)

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Demonstrate the ability to effectively communicate ideas and analysis of accounting problems. Students can demonstrate this ability either in writing or in oral presentations (e.g., writing memos, thought papers or other types of business correspondence; presenting case analyses, etc.).
- Demonstrate an understanding of the core business and strategic concepts involved in accounting. Specifically, students need to comprehend the impact of information systems on the profession and to leverage technology for decision-making.
- Demonstrate the ability to effectively identify and communicate accounting ethical issues; evaluate information in a manner free of distortion, personal bias or conflicts of interest; recognize situations where professional ethical standards apply; respect confidentiality.
- Demonstrate the ability to use analytical reasoning to comprehend and communicate problems; evaluate the significance of evidence or facts; verify information for problem definition and solution; propose and evaluate alternative solutions.
- Demonstrate a broad base of knowledge across accounting topics and be able to apply that knowledge in a variety of contexts.

Business Foundation (63 credits)

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Business General Education requirement

| ECON 210-211 Principles of Economics | 6 |

Business General Education electives

Select credits from the following list:

- CHEM 101-102 General Chemistry
- ENVS/GEOG 105 Physical Geology
- PHYS 101 Foundations of Physics
- PHYS 107 Wonders of Technology

Menu of core courses

| ACCT 203-204 Introduction to Accounting I and II | 6 |
| ECON 303 Managerial Economics | 3 |
| FIRE 311 Financial Management | 3 |
| INFO 360 Business Information Systems | 3 |
| MGMT 301 Business Statistics I | 3 |
| MGMT 319 Organizational Behavior | 3 |
| MGMT 320 Production/Operations Management | 3 |
| MGMT 325 Organizational Communication | 3 |
| MGMT 434 Strategic Management | 3 |
| MKTG 301 Marketing Principles | 3 |

Additional Business Foundation requirements (24-27 credits)

| ACCT 481 Law for Accountants I | 3 |
| ECON 303 Managerial Economics | 3 |
| ECON 304 Managerial Economics II | 3 |
| MGMT 305 Intermediate Accounting I | 3 |
| MGMT 306 Cost Accounting | 3 |
| MGMT 307 Accounting Systems | 3 |
| MGMT 405 Tax Accounting Principles | 3 |
| MGMT 406 Auditing | 3 |

Approved accounting electives (6 credits)

Select two courses:

- ACCT 401 Governmental and Not-for-profit Accounting
- ACCT 402 Advanced Cost Accounting
- ACCT 403 Management Control Systems
- ACCT 410 Advanced Tax Accounting

Total minimum requirement 120

Click here to download a sample outline.

Accounting, Certificate in (Post-baccalaureate undergraduate certificate)

The Post-baccalaureate Undergraduate Certificate in Accounting is designed for individuals who want an extensive knowledge of accounting and hold bachelor’s degrees in other fields. Additionally, graduates are well-qualified to sit for the Uniform Certified Public Accountant Examination in Virginia. Candidates for the certificate are required to complete a total of 16 courses (48 credit hours). A maximum of 10 courses (30 credit hours) may be waived if equivalent courses have been completed as part of a bachelor’s degree, and a minimum of 24 hours of study must be taken at VCU.

For additional information, please visit our website at www.business.vcu.edu/graduate.
Curriculum

Course work in the certificate program is divided into two categories. Students must complete a core of accounting classes as well as general business courses. The course information is provided below.

<table>
<thead>
<tr>
<th>Accounting courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 303 Intermediate Accounting I</td>
<td>21</td>
</tr>
<tr>
<td>ACCT 304 Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACCT 305 Intermediate Accounting III</td>
<td></td>
</tr>
<tr>
<td>ACCT 306 Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 307 Accounting Systems</td>
<td></td>
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<tr>
<td>ACCT 405 Tax Accounting Principles</td>
<td></td>
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<tr>
<td>ACCT 406 Auditing</td>
<td></td>
</tr>
</tbody>
</table>

**Elective accounting courses**

(3 credits selected from the following)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 401 Governmental and Not-for-profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 402 Advanced Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACCT 403 Management Control Systems</td>
<td></td>
</tr>
<tr>
<td>ACCT 410 Advanced Tax Accounting</td>
<td></td>
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<tr>
<td>ACCT 513 Financial Reporting</td>
<td></td>
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</tbody>
</table>

**Required business course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 481 Law for Accountants I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective business courses**

Select seven non-accounting business courses; must be 300- or 400-level. Several suggested courses are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 303 Managerial Economics</td>
<td></td>
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<tr>
<td>FIRE 311 Financial Management</td>
<td></td>
</tr>
<tr>
<td>FIRE 312 Intermediate Financial Management</td>
<td></td>
</tr>
<tr>
<td>FIRE 314 Investments</td>
<td></td>
</tr>
<tr>
<td>FIRE 333 Risk and Insurance</td>
<td></td>
</tr>
<tr>
<td>FIRE 416 International Financial Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 319 Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGMT 320 Production/Operations Management</td>
<td></td>
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<tr>
<td>MGMT 321 Introduction to Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>MGMT 325 Organizational Communication</td>
<td></td>
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<tr>
<td>MGMT 331 Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 339 Quantitative Solutions for Management</td>
<td></td>
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<tr>
<td>MGMT 389 Managerial Skills Development</td>
<td></td>
</tr>
<tr>
<td>MGMT 418 International Management</td>
<td></td>
</tr>
<tr>
<td>MKTG 301 Marketing Principles</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits**

| Total credits | 48 |

**Department of Economics**

The Department of Economics provides instruction for degree programs at the baccalaureate, master's and doctoral level. The faculty works to develop in students the ability to use economic reasoning to understand and analyze business and economic phenomena and policies — the skills needed for careers in a rapidly changing world. To enhance the educational process and to broaden the frontiers of knowledge, faculty members conduct basic and applied research and provide academic and professional service to the university and professional communities.

**Administration**

Edward L. Millner
Professor and Department Chair
[www.bus.vcu.edu/economics](http://www.bus.vcu.edu/economics)

**Economics courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to economics (ECON) courses.

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**Economics, Bachelor of Science (B.S.) [School of Business]**

**Special requirements**

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Economics is the science of human choice, the study of how scarce resources are allocated among competing uses to satisfy human wants. Since many choices analyzed are made by or affect business decision makers, economics is a unique blend of liberal arts and business. Therefore, the Department of Economics offers an undergraduate major in both the College of Humanities and Sciences and the School of Business. The major in the College of Humanities and Sciences is designed for students who desire the flexibility and breadth that is associated with a liberal arts degree. Students who want to combine training in economics with exposure to the business disciplines should consider the major in the School of Business.

Undergraduate work in economics is excellent preparation for careers in business, government and teaching, as well as for graduate work in economics and professional schools such as law, public administration and medicine. Specialization in economics prepares students for careers that emphasize analytical thinking, a broad understanding of the economy and business organizations and the proper choice of policies by governments and business enterprises. Because of their analytical, quantitative and decision-making skills, students who major in economics are sought after for a wide array of positions in management and sales. The specific skills they acquire also provide employment opportunities in large organizations with departments that forecast business conditions and analyze economic data of special interest to the organizations.

**Learning goals**

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
- Develop analytical and critical thinking skills.
- Develop ability to obtain and interpret economic data.
- Develop oral and written communication skills.
Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.

Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.

Graduates will be able to communicate effectively both orally and in writing.

Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.

Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.

Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.

Students will be comfortable using economic analysis.

Students will be able to use descriptive statistics to communicate effectively.

Students will understand basic principles of economics.

---

Degree requirements for Economics, Bachelor of Science (B.S.)

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Students will be comfortable using economic analysis.
- Students will be able to use descriptive statistics to communicate effectively.
- Students will understand basic principles of economics.

---

**Business Foundation (63 credits)**

**General Education Requirements**

- University Core Education Curriculum (minimum 21 credits)
  - UNIV 111 Focused Inquiry I
  - UNIV 112 Focused Inquiry II
  - UNIV 200 Writing and Rhetoric
  - Approved humanities/fine arts
  - Approved natural/physical sciences
  - Approved quantitative literacy
  - Approved social/behavioral sciences

- Business General Education requirement
  - ECON 210-211 Principles of Economics

- Business General Education electives
  - Select credits from the following list:
    - CHEM 101-102 General Chemistry
    - ENVS/GEOG 105 Physical Geology
    - PHYS 101 Foundations of Physics
    - PHYS 107 Wonders of Technology
    - PHYS 201-202 General Physics
    - Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
    - Any ARTH, DANC, MHS, or THEA course open to non-arts majors
    - Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
    - Any foreign language course
    - Any honors module
    - Any additional University Core Education Curriculum approved courses
    - Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

**Additional Business Foundation requirements (24-27 credits)**

- ACCT 203-204 Introduction to Accounting I and II

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**Advanced business program (57 credits)**

- Advanced business core (30 credits)
  - ECON 303 Managerial Economics
  - FIRE 311 Financial Management
  - INFO 360 Business Information Systems
  - MGMT 301 Business Statistics I
  - MGMT 319 Organizational Behavior
  - MGMT 320 Production/Operations Management
  - MGMT 323 Legal Environment of Business
  - MGMT 325 Organizational Communication
  - MGMT 434 Strategic Management
  - MKTG 301 Marketing Principles

- Major requirements (27 credits)
  - ECON 301 Microeconomic Theory
  - ECON 302 Macroeconomic Theory
  - ECON 307 Money and Banking
  - ECON 501 Introduction to Econometrics or MGMT 302 Business Statistics II
  - Approved economics electives
  - Select five 300- or 400-level economic courses. (ECON 501 may be used as an elective if MGMT 302 is taken as a required course.)

**Total minimum requirement**

120 credits

Click here to download a sample outline.

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**Department of Finance, Insurance and Real Estate**

The Department of Finance, Insurance and Real Estate delivers knowledge to students in all programs offered by the School of Business and contributes to the expansion of knowledge by engaging in scholarly activity. The department provides core courses as well as majors, minors and concentrations. In addition, the department develops and delivers courses in continuing professional education for practitioners seeking to upgrade their skills and/or attempting to achieve professional certification.

**Areas of study**

- Finance (refer to the B.S. in Business concentrations for more information)
- Real estate (refer to the B.S. in Real Estate and the post-baccalaureate certificate for more information)
- Financial technology (refer to the B.S. in Financial Technology for more information)

**Administration**

Nanda K. Rangan
Professor and Department Chair
[www.bus.vcu.edu/finance](www.bus.vcu.edu/finance)

**Finance, insurance and real estate courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to finance, insurance and real estate (FIRE) courses.
Special requirements
To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students must receive a minimum grade of C or better in FIRE 312 Intermediate Financial Management, FIRE 314 Investments, FIRE 333 Risk and Insurance, FIRE 437 Funds Management in Financial Institutions and must have a GPA of 2.0 or better in the remainder of the finance concentration requirements.

The concentration in finance prepares students for graduate-level study of finance and for careers in corporate finance, the securities industry, banking, financial planning or insurance/risk management. Students choose a concentration in one of three tracks: finance, financial planning or insurance/risk management.

Courses directly related to risk, insurance and employee benefits are approved for 42 Virginia insurance continuing-education credits for insurance agents. Contact the coordinator of insurance studies for further information.

Learning goals
- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
- The program is designed to help students develop skills in financial management, risk management and financial planning.
- The graduates will be able to analyze and communicate findings on complex financial issues.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in finance

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.

Business Foundation (63 credits)

General Education Requirements
University Core Education Curriculum (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Business General Education requirement
ECON 210-211 Principles of Economics 6

Business General Education electives
Select credits from the following list:
- CHEM 101-102 General Chemistry
- ENVS/GEOG 105 Physical Geology
- PHYS 101 Foundations of Physics
- PHYS 107 Wonders of Technology
- PHYS 201-202 General Physics

Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
Any ARTH, DANC, MHIS, or THEA course open to non-arts majors
Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course
Any honors module
Any additional University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Additional Business Foundation requirements (24-27 credits)
ACCT 203-204 Introduction to Accounting I and II 6
MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) 0-3
MGMT 212 Differential Calculus and Optimization for Business 3
MGMT 302 Business Statistics II 3

- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Graduates will be able to identify risks, measure them and learn how to manage them.
- Graduates will be able to conceptualize and apply quantitative measurement and analysis to business problems and solutions. This includes the ability to apply time value of money concepts to problems involving solutions to present value, future value, rates of return, annuities and number of time periods.
- Graduates will be able to analyze the ethical dimensions of a business situation and relate those dimensions to general ethics and professional ethical standards.
- Graduates will be able to express the analytic, quantitative and ethical dimensions of business problems and proposed solutions in a clear, well-organized manner that is free of bias or distortion.
- Graduates will be able to develop firm-level and individual-level strategies and tactics for fixed income and equity portfolios, apply duration measures and estimate the effects of diversification.
Undergraduate Bulletin 2013-14

Business and/or non-business electives 3
Non-School of Business electives 9

Advanced business program (57 credits)

Advanced business core (30 credits)
ECON 303 Managerial Economics 3
FIRE 311 Financial Management 3
INFO 360 Business Information Systems 3
MGMT 301 Business Statistics I 3
MGMT 319 Organizational Behavior 3
MGMT 320 Production/Operations Management 3
MGMT 323 Legal Environment of Business 3
MGMT 325 Organizational Communication 3
MGMT 434 Strategic Management 3
MKTG 301 Marketing Principles 3

Major requirements (27 credits)
FIRE 312 Intermediate Financial Management 3
FIRE 314 Investments 3
FIRE 333 Risk and Insurance 3
FIRE 414 Security Analysis and Portfolio Management 3
FIRE/INTL 416 International Financial Management 3
FIRE 417 Cases in Financial Management 3
FIRE 437 Funds Management in Financial Institutions 3
FIRE 455 Options, Futures and Swaps 3
Finance elective 3

Total minimum requirement 120

Approved finance electives
ACCT 303 Intermediate Accounting I
ACCT 306 Cost Accounting
ECON 307 Money and Banking
ECON 402 Business Cycles and Forecasting
FIRE 424 Property and Liability Insurance
FIRE 426 Life and Health Insurance
FIRE 429 Real Estate Finance and Capital Markets
FIRE 465 Managing Financial Risk
FIRE 491 Topics in Finance, Insurance and Real Estate
FIRE 493 Internship in Finance, Insurance and Real Estate (requires departmental approval)
FIRE/INTL 413 Comparative Financial Systems

Click here to download a sample outline.

Business, Bachelor of Science (B.S.) with a concentration in finance/financial planning

Special requirements
To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students must receive a minimum grade of C or better in FIRE 312 Intermediate Financial Management, FIRE 314 Investments, FIRE 333 Risk and Insurance, FIRE 437 Funds Management in Financial Institutions and must have a GPA of 2.0 or better in the remainder of the finance concentration requirements.

The financial planning track offers greater understanding of investment principles, employee benefits, life insurance and tax planning. Students completing their degree in this track may wish to pursue the Certified Financial Planner (CFP) designation. Additional studies through the VCU Center for Corporate Education in principles of financial planning, estate planning and the comprehensive case course (with a minimum grade of C) will earn the student a certificate of completion in financial planning from the center in addition to the B.S. degree, and will permit the student to sit for the examination that is required to become a CFP certificant. Taking FIRE 315 as an elective may fulfill the principles of financial planning requirement; and the other courses are available through the center in an online format.

Learning goals
• To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
• To help students develop the professional skills that will be needed by the businesses and organizations who hire our graduates.
• To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
• The program is designed to help students develop skills in financial management, risk management and financial planning.
• The graduates will be able to analyze and communicate findings on complex financial issues.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in finance/financial planning

Learning outcomes
Upon completing this program, students will know and know how to do the following:
• Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
• Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
• Graduates will be able to communicate effectively both orally and in writing.
• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
• Graduates will be able to identify risks, measure them and learn how to manage them.
• Graduates will be able to conceptualize and apply quantitative measurement and analysis to business problems and solutions. This includes the ability to apply time value of money concepts to problems
Graduates will be able to analyze the ethical dimensions of a business situation and relate those dimensions to general ethics and professional ethical standards.

Graduates will be able to express the analytic, quantitative and ethical dimensions of business problems and proposed solutions in a clear, well-organized manner that is free of bias or distortion.

Graduates will be able to develop firm-level and individual-level strategies and tactics for fixed income and equity portfolios, apply duration measures and estimate the effects of diversification.

### Business Foundation (63 credits)

#### General Education Requirements

**University Core Education Curriculum (minimum 21 credits)**

- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

#### Business General Education requirement

ECON 210-211 Principles of Economics 6

#### Business General Education electives

Select credits from the following list:

- CHEM 101-102 General Chemistry
- ENV/S/GEOG 105 Physical Geology
- PHYS 101 Foundations of Physics
- PHYS 107 Wonders of Technology
- PHYS 201-202 General Physics

Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit

Any ARTH, DANC, MHIS, or THEA course open to non-arts majors

Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course

Any foreign language course

Any honors module

Any additional University Core Education Curriculum approved courses

Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

#### Additional Business Foundation requirements (24-27 credits)

- ACCT 203-204 Introduction to Accounting I and II 6
- MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) 0-3
- MGMT 212 Differential Calculus and Optimization for Business 3
- MGMT 302 Business Statistics II 3
- Business and/or non-business electives 3
- Non-School of Business electives 9

#### Advanced business program (57 credits)

Advanced business core (30 credits)

- ECON 303 Managerial Economics 3
- FIRE 311 Financial Management 3
- INFO 360 Business Information Systems 3
- MGMT 301 Business Statistics I 3
- MGMT 319 Organizational Behavior 3
- MGMT 320 Production/Operations Management 3
- MGMT 323 Legal Environment of Business 3
- MGMT 325 Organizational Communication 3
- MGMT 434 Strategic Management 3
- MKTG 301 Marketing Principles 3

Major requirements (27 credits)

- ACCT 405 Tax Accounting Principles 3
- FIRE 312 Intermediate Financial Management 3
- FIRE 314 Investments 3
- FIRE 333 Risk and Insurance 3
- FIRE 414 Security Analysis and Portfolio Management 3
- FIRE 426 Life and Health Insurance 3
- FIRE 437 Funds Management in Financial Institutions 3
- FIRE 428 Employee Benefit Planning 3

**Total minimum requirement** 120

**Approved financial planning electives**

- ACCT 303 Intermediate Accounting I
- ACCT 410 Advanced Tax Accounting
- ECON 307 Money and Banking
- ECON 402 Business Cycles and Forecasting
- FIRE/INTL 416 International Financial Management
- FIRE 417 Cases in Financial Management
- FIRE 424 Property and Liability Insurance
- FIRE 429 Real Estate Finance and Capital Markets
- FIRE 430 Issues in Risk Management and Insurance
- FIRE 432 Insurance Law
- FIRE 455 Options Futures and Swaps
- FIRE 465 Managing Financial Risk
- FIRE 491 Topics in Finance, Insurance and Real Estate (requires departmental approval)
- FIRE 492 Independent Study in Finance, Insurance and Real Estate (requires departmental approval)
- FIRE 493 Internship in Finance, Insurance and Real Estate (requires departmental approval)
- MKTG 315 Buyer Behavior
- MKTG 435 Personal Selling and Sales Management
- MKTG 442 Services Marketing

Click here to download a sample outline.

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### Business, Bachelor of Science (B.S.) with a concentration in finance/insurance and risk management

#### Special requirements

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years.

Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C grade in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students must receive a minimum grade of C in FIRE 312 Intermediate Financial Management, FIRE 314 Investments, FIRE 333 Risk and Insurance, FIRE 437 Funds Management in Financial Institutions and must have a GPA of 2.0 or better in the remainder of the finance concentration requirements.

The concentration in finance prepares students for graduate-level study of finance and for careers in corporate finance, the securities industry, banking, financial
To support career advancement over time by giving our students the skills they need to succeed in the workplace. Graduates will be able to conceptualize and apply quantitative methods to solve business problems.

To help our students develop ethical awareness so that they are able to act with an ethical dilemma in the workplace.

Learning goals
- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in finance/insurance and risk management

Learning outcomes
Upon completing this program, students will know and know how to do the following:
- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- The program is designed to help students develop skills in financial management, risk management and financial planning. The graduates will be able to analyze and communicate findings on complex financial issues.
- Graduates will be able to identify risks, measure them and learn how to manage them.
- Graduates will be able to conceptualize and apply quantitative measurement and analysis to business problems and solutions. This includes the ability to apply time value of money concepts to problems involving solutions to present value, future value, rates of return, annuities and number of time periods.
- Graduates will be able to analyze the ethical dimensions of a business situation and relate those dimensions to general ethics and professional ethical standards.
- Graduates will be able to express the analytic, quantitative and ethical dimensions of business problems and proposed solutions in a clear, well-organized manner that is free of bias or distortion.
- Graduates will be able to develop firm-level and individual-level strategies and tactics for fixed income and equity portfolios, apply duration measures and estimate the effects of diversification.

Business Foundation (63 credits) | Credits
---|---

General Education Requirements

| University Core Education Curriculum (minimum 21 credits) |
|---|---|
| UNIV 111 Focused Inquiry I | 3 |
| UNIV 112 Focused Inquiry II | 3 |
| UNIV 200 Writing and Rhetoric | 3 |
| Approved humanities/fine arts | 3 |
| Approved natural/physical sciences | 3-4 |
| Approved quantitative literacy | 3-4 |
| Approved social/behavioral sciences | 3-4 |

Business General Education requirement

- ECON 210-211 Principles of Economics | 6 |

Business General Education electives

- Select credits from the following list:
  - CHEM 101-102 General Chemistry (6-9 credits)
  - ENVS/GEOG 101 Physical Geology (3 credits)
  - PHYS 101 Foundations of Physics (3-4 credits)
  - PHYS 107 Wonders of Technology (3 credits)
  - PHYS 201-202 General Physics (8 credits)
  - Any ANTHER, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit (6 credits)
  - Any ARTH, DANC, MHIS, or THEA course open to non-arts majors (6 credits)
  - Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course (3-6 credits)
  - Any foreign language course (6 credits)
  - Any honors module (6 credits)
  - Any additional University Core Education Curriculum approved courses (0-12 credits)
  - Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295) (9-12 credits)

Additional Business Foundation requirements (24-27 credits)

- ACCT 203-204 Introduction to Accounting I and II (3 credits)
- MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) (3 credits)
- MGMT 212 Differential Calculus and Optimization for Business (3 credits)
- MGMT 302 Business Statistics II (3 credits)
- Business and/or non-business electives (3 credits)
- Non-School of Business electives (6 credits)

Advanced program (57 credits)

Advanced business core (30 credits)

- ECON 303 Managerial Economics (3 credits)
- FIRE 311 Financial Management (3 credits)
- INFO 360 Business Information Systems (3 credits)
- MGMT 301 Business Statistics I (3 credits)
- MGMT 319 Organizational Behavior (3 credits)
- MGMT 320 Production/Operations Management (3 credits)
- MGMT 323 Legal Environment of Business (3 credits)
- MGMT 325 Organizational Communication (3 credits)
- MGMT 434 Strategic Management (3 credits)
- MKTG 301 Marketing Principles (3 credits)

Major requirements (27 credits)

- FIRE 312 Intermediate Financial Management (3 credits)
- FIRE 314 Investments (3 credits)
- FIRE 333 Risk and Insurance (3 credits)
- FIRE 424 Property and Liability Insurance (3 credits)
- FIRE 426 Life and Health Insurance (3 credits)
- FIRE 428 Employee Benefit Planning (3 credits)
- FIRE 437 Funds Management in Financial Institutions (3 credits)

Choose one of the following:

- FIRE 332 System Safety (3 credits)
- FIRE 430 Issues in Risk Management and Insurance (3 credits)
- FIRE 432 Insurance Law (3 credits)
- FIRE/MGMT 444 Occupational Safety, Health and Security (3 credits)
- FIRE 465 Managing Financial Risk (3 credits)

Insurance and risk management elective (3 credits)

Total minimum requirement

- 120 credits
Financial Technology, Bachelor of Science (B.S.) with a concentration in actuarial science

Special requirements
Students in the financial technology program must attain a minimum grade of C in UNIV 112, UNIV 200 and all technically oriented and upper-level courses. A student receiving a grade below C may repeat the course one time to raise the grade to the required level. In addition, a minimum GPA of 2.5 must be maintained. Students who fall below a GPA of 2.5 will be placed on program probation and will be given one semester to return to the minimum GPA of 2.5. Students who do not return to the required GPA will be advised out of the program. A student must have a minimum GPA of 2.5 to graduate from the program. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

The Bachelor of Science in Financial Technology offers tracks in actuarial science and financial engineering. The program provides quantitatively oriented students the opportunity to apply mathematical, statistical and programming tools to the financial, risk management and actuarial disciplines. Designed to meet the growing need for quantitative modeling and analysis in finance, risk management and actuarial science, the program is technical and interdisciplinary in nature. The curriculum emphasizes courses in finance, statistics and mathematics with supporting courses in related areas.

The actuarial science track provides excellent preparation for the basic professional examinations and continued study in actuarial science. Students who complete this track also may find employment in areas such as quantitative applications in corporate and public financial policy, actuarial modeling and forecasting, reserves computation and rate making, and computer and information systems in the financial services and risk management industries.

Learning goals
• To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
• To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
• To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Degree requirements for Financial Technology, Bachelor of Science (B.S.) with a concentration in actuarial science

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
• Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
• Graduates will be able to communicate effectively both orally and in writing.
• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
• This program is to provide cutting-edge quantitative skills with mathematical, statistical and programming tools.
• Graduates will be able to explain and use terminology identified with risk management, demonstrate competence in the use of risk modeling and prepare corporate risk management plans.
• Graduates will be able to apply mathematical, statistical and programming tools to finance, risk management and actuarial disciplines.
• In recognition of the growing demand for communication of complex financial information, graduates will be able to clearly articulate financial analysis information in writing and in presentations.
• Graduates will be able to estimate Value at Risk-VaR (financial/operational) for a business situation and recommend optimal hedging strategies.

General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 22 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
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</tr>
<tr>
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<td>4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Business General Education requirement (6 credits)

| ECON 210-211 Principles of Economics | 6       |

Required courses (77 credits)

| ACCT 205 Introductory Accounting Survey | 3       |
| ACCT 303 Intermediate Accounting I | 3       |
| ACCT 304 Intermediate Accounting II | 3       |
| FIRE 311 Financial Management | 3       |
| FIRE 312 Intermediate Financial Management | 3       |
| FIRE 314 Investments | 3       |
| FIRE 333 Risk and Insurance | 3       |
| FIRE 414 Security Analysis and Portfolio Management | 3       |
| FIRE 428 Employee Benefit Planning | 3       |
| FIRE 432 Insurance Law | 3       |
To help students develop the professional skills that will be needed by the graduates will be able to understand the importance to themselves, their and their businesses and organizations that hire our graduates.

To support career advancement over time by giving our students the ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Graduates will be able to use the appropriate quantitative/statistical processing and spreadsheet skills.

Graduates will be able to understand the value of, and be able to use, quantitative modeling and analysis in finance, risk management and actuarial science.

ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs.

Students in the financial technology program must attain a minimum grade of C in UNIV 112, UNIV 200 and all technically oriented and upper-level courses. A student receiving a grade below C may repeat the course one time to raise the grade to the required level. In addition, a minimum GPA of 2.5 must be maintained. Students who fall below a GPA of 2.5 will be placed on program probation and will be given one semester to return to the minimum GPA of 2.5. Students who do not return to the required GPA will be advised out of the program. A student must have a minimum GPA of 2.5 to graduate from the program. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

The Bachelor of Science in Financial Technology offers tracks in actuarial science and financial engineering. The program provides quantitatively oriented students the opportunity to apply mathematical, statistical and programming tools to the financial, risk management and actuarial disciplines. Designed to meet the growing need for quantitative modeling and analysis in finance, risk management and actuarial science, the program is technical and interdisciplinary in nature. The curriculum emphasizes courses in finance, statistics and mathematics with supporting courses in related areas.

The financial engineering track offers opportunities in areas such as derivative instruments, securities, hedging, financial risk assessment/management, quantitative trading and arbitrage, and asset/liability management. Students who complete the financial engineering track may choose to continue their education by enrolling in master’s programs in financial engineering and mathematical finance, or by entering directly into doctoral-level study in finance and related areas.

Learning goals
• To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.

• To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.

• To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Degree requirements for Financial Technology, Bachelor of Science (B.S.) with a concentration in financial engineering

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.

• Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.

• Graduates will be able to communicate effectively both orally and in writing.

• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.

• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.

• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
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• Graduates will be able to explain and use terminology identified with risk management, demonstrate competence in the use of risk modeling and prepare corporate risk management plans.
• Graduates will be able to apply mathematical, statistical and programming tools to finance, risk management and actuarial disciplines.
• In recognition of the growing demand for communication of complex financial information, graduates will be able to clearly articulate financial analysis information in writing and in presentations.
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<thead>
<tr>
<th>Business General Education requirement (6 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 210-211 Principles of Economics</td>
<td>6</td>
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<td>ECON 403 Introduction to Mathematical Economics</td>
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<tr>
<td>ECON 501 Introduction to Econometrics</td>
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<tr>
<td>FIRE 311 Financial Management</td>
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<tr>
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<td>FIRE 455 Options, Futures and Swaps</td>
<td>3</td>
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<tr>
<td>FIRE 465 Managing Financial Risk</td>
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<tr>
<td>INFO 350 Intermediate Programming</td>
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<td>INFO 501 Introduction to Programming</td>
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<tr>
<td>INFO 561 Systems Analysis and Design</td>
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<td>INFO 564 Database Systems</td>
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<td>INFO 450 Advanced Programming</td>
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<tr>
<td>MATH 200 Calculus with Analytic Geometry (satisfies quantitative literacy)</td>
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<tr>
<td>MATH 201 Calculus with Analytic Geometry</td>
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<td>MATH 301 Differential Equations or MATH/OPER 327</td>
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<tr>
<td>Mathematical Modeling</td>
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<td>MATH 307 Multivariate Calculus</td>
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<td>MATH/STAT 309 Introduction to Probability Theory</td>
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<td>MATH 310 Linear Algebra</td>
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<td>MGMT 323 Legal Environment of Business</td>
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<td>MGMT 325 Organizational Communication</td>
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<td>STAT 212 Concepts of Statistics or MGMT 301 Business Statistics</td>
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<tr>
<td>STAT 321 Introduction to Statistical Computing</td>
<td>3</td>
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<tr>
<td>STAT 503 Introduction to Stochastic Processes</td>
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<table>
<thead>
<tr>
<th>Elective courses (18 credits)</th>
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<tr>
<td>Approved general education electives (choose four)</td>
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<tr>
<td>CHEM 101-102 General Chemistry</td>
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<tr>
<td>ENVS/GEOG 105 Physical Geology</td>
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<tr>
<td>PHYS 101 Foundations of Physics</td>
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</table>

Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course
Any honors module
Any additional Tier II University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)
Approved financial engineering electives (choose two) | 6 |
| ACCT 303 Intermediate Accounting I | |
| ACCT 306 Cost Accounting | |
| ACCT 307 Accounting Systems | |
| FIRE/INTL 416 International Financial Management | |
| FIRE 417 Cases in Financial Management | |
| FIRE 491 Topics in Finance, Insurance and Real Estate | |
| FIRE 492 Independent Study in Finance, Insurance and Real Estate | |
| FIRE 493 Internship in Finance, Insurance and Real Estate (requires departmental approval) | |
| INFO 300 Information Technology Infrastructure | |

Total minimum requirement | 123 |

Click here to download a sample outline.

Real Estate and Urban Land Development, Certificate in (Post-baccalaureate undergraduate certificate)

Admission to this program is currently suspended.

The Post-baccalaureate Undergraduate Certificate in Real Estate and Urban Land Development is designed for persons who already have earned a baccalaureate degree in fields other than real estate, yet do not wish to work toward a graduate degree in this field. The certificate program is popular with professionals who wish to study real estate, economics and finance to help them advance in their careers as well as for those who wish to become real estate professionals in land development, brokerage, valuation and investment counseling, site analysis and selection, real property management, mortgage lending, and bank trust and corporate real estate-related careers in the public and private sectors.

A minimum of 30 semester credit hours must be earned to satisfy this certificate requirement, with a minimum of 24 semester hours of study required at VCU. Students must receive a minimum grade of C in each of the major required courses.

For additional information, please visit our website at www.business.vcu.edu/graduate.

<table>
<thead>
<tr>
<th>Required courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRE 316 Principles of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 326 Real Estate Law</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 425 Real Estate Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 429 Real Estate Finance and Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 431 Real Estate Investment Analysis</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Approved electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 15 credits from the approved electives below, being certain to have satisfied all prerequisites</td>
<td>15</td>
</tr>
<tr>
<td>ECON 307 Money and Banking</td>
<td></td>
</tr>
<tr>
<td>FIRE 311 Financial Management</td>
<td></td>
</tr>
<tr>
<td>FIRE 312 Intermediate Financial Management</td>
<td></td>
</tr>
<tr>
<td>FIRE 314 Investments</td>
<td></td>
</tr>
<tr>
<td>FIRE 317 Real Property Management</td>
<td></td>
</tr>
<tr>
<td>FIRE 333 Risk and Insurance</td>
<td></td>
</tr>
<tr>
<td>FIRE 424 Property and Liability Insurance</td>
<td></td>
</tr>
<tr>
<td>FIRE 437 Funds Management in Financial Institutions</td>
<td></td>
</tr>
<tr>
<td>FIRE 455 Options, Futures and Swaps</td>
<td></td>
</tr>
<tr>
<td>FIRE 465 Managing Financial Risk</td>
<td></td>
</tr>
<tr>
<td>FIRE 492 Independent Study in Finance, Insurance and Real Estate</td>
<td></td>
</tr>
<tr>
<td>MGMT 301 Business Statistics</td>
<td></td>
</tr>
<tr>
<td>MGMT 302 Business Statistics</td>
<td></td>
</tr>
</tbody>
</table>
To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

To support career advancement over time by giving our students the professional designations.

Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.

Graduates will be able to understand the legal foundations of real estate including contracts, options, title transfer, easements, conveyances, liens and recording statutes.

Graduates will be able to apply mathematical techniques to real estate financial analysis, including the financing process, mortgage risk analysis and loan underwriting.

Graduates will be able to apply the highest and best use analysis (cost, market and income approaches) in valuing real estate property and will be able to understand/calculate the mathematics of yield capitalization.

Graduates will apply Time Value of Money concepts to real estate applications involving present value, future value, interest rates, number of periods, payment and loan balance calculations.

Graduates will be able to communicate effectively both orally and in writing.

Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.

Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.

Business Foundation (63 credits)

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Business General Education requirements (minimum 30 credits)

| UNIV 200 Writing and Rhetoric                            | 3       |
| Approved humanities/fine arts                            | 3       |
| Approved natural/physical sciences                       | 3-4     |
| Approved quantitative literacy                           | 3-4     |
| Approved social/behavioral sciences                      | 3-4     |

Business General Education electives (9-12 credits)

Select credits from the following list:

- CHEM 101-102 General Chemistry
- CHEM 103-104 General Chemistry
- PHYS 101 Foundations of Physics
- PHYS 102 General Physics
- PHYS 201-202 General Physics
- Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
- Any ARTH, DANC, MHS, or THEA course open to non-arts majors
- Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
- Any foreign language course
- Any honors module
- Any additional University Core Education Curriculum approved courses
- Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Additional Business Foundation requirements (24-27 credits)

| ACCT 203-204 Introduction to Accounting I and II         | 6       |
| MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) | 0-3     |
| MGMT 212 Differential Calculus and Optimization for Business | 3       |
| Business and/or non-business electives                   | 3       |
| Non-School of Business electives                        | 12      |

The major in real estate prepares students for the graduate-level study of real estate, economics and finance, as well as careers in land development, brokerage, valuation and investment counseling, site analysis and selection, real property management, mortgage lending, and bank trust and corporate real estate departments, in addition to other real estate-related careers in the public and private sectors.

Learning goals

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
- To ensure that students understand and can apply appropriate analytical methodologies and technology to the discipline of real estate.
- To prepare students for professional licensing, certification and/or professional designations.

Degree requirements for Real Estate, Bachelor of Science (B.S.)

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completing this program, students will know and know how to do the following:</td>
<td></td>
</tr>
<tr>
<td>Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.</td>
<td></td>
</tr>
<tr>
<td>Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.</td>
<td></td>
</tr>
</tbody>
</table>

Total credits 30

Real Estate, Bachelor of Science (B.S.)

Special requirements

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students must receive a minimum grade of C in each of their required and elective real estate major requirements.

The Business General Education requirements (minimum 42 credits) include:

- Approved English literature course (ENGL 201-206; ENGL 211; ENGL 213; ENGL 248; ENGL 291; ENGL 295)
- Approved social/behavioral sciences
- Approved natural/physical sciences
- Total credits 42

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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</tr>
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<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td>21</td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<td>3-4</td>
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<tr>
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<td>3-4</td>
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</table>

<table>
<thead>
<tr>
<th>Business General Education requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 210-211 Principles of Economics</td>
<td>6</td>
</tr>
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</table>

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<thead>
<tr>
<th>Business General Education electives</th>
<th>Credits</th>
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<tr>
<td>Select credits from the following list:</td>
<td></td>
</tr>
<tr>
<td>CHEM 101-102 General Chemistry</td>
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</tr>
<tr>
<td>ENV/OG 105 Physical Geology</td>
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</tr>
<tr>
<td>PHYS 101 Foundations of Physics</td>
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<td>PHYS 107 Wonders of Technology</td>
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<th>Additional Business Foundation requirements (24-27 credits)</th>
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<td>ACCT 203-204 Introduction to Accounting I and II</td>
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<td>MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy)</td>
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<td>3</td>
</tr>
<tr>
<td>Non-School of Business electives</td>
<td>12</td>
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</tbody>
</table>
Graduates will be able to understand the role of information systems and support the needs of the business community.

To help students develop the professional skills that will be needed by the business community. Additionally, courses in information systems are offered to meet the needs of students in other curricula offered by the university as well as those who are seeking to enhance their knowledge of information systems.

Our faculty offers expertise in information technology and has wide-ranging research and teaching interests. As part of the department, the Information Systems Research Institute provides opportunities for sponsored research, innovative teaching initiatives and faculty development.

Information Systems, Bachelor of Science (B.S.)

Special requirements
To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the School of Business. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

The major in information systems is designed to prepare students for professional careers in the discipline of information systems. Through required and elective courses, students will be prepared for positions as application developers, business analysts and network administrators.

The major requires students to take a major core of six required courses and then choose three upper-level courses from the list of approved electives. Exceptions to prerequisite courses require recommendation of the faculty adviser and permission of the department chair.

Learning goals
- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.
- Prepare students to begin professional careers upon graduation by providing experience with the most current technologies needed to support the delivery and management of information systems.
- Supports career advancement over time by giving our graduates the academic foundation in information systems needed for continued professional development.
- Support the needs of the business community.

Degree requirements for Information Systems, Bachelor of Science (B.S.)

Learning outcomes
Upon completing this program, students will know and know how to do the following:
- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
• Graduates will be able to communicate effectively both orally and in writing.
• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
• Graduates will be able to apply computer hardware and software knowledge in support of organizational systems.
• Graduates will be able to apply the appropriate programming language skills to solve the computing requirements appropriate to its solution.
• Graduates will be able to analyze, design, implement and evaluate a computer-based system, process component or program to meet desired needs.
• Graduates will be able to identify and explain the importance of implementing data resource management processes and technologies in an organization.
• Graduates will be able to identify the basic components, functions and types of telecommunication networks (hardware, software, media and services) used in organizations. In addition, students will be able to identify major developments in these technologies as well as their appropriate applications.
• Graduates will be able to identify the characteristics that affect the choice of IT applications, IT platforms, data access policies and systems development methods that impact the performance of IS systems in organizations.
• Graduates will be able to apply knowledge of computing and mathematics appropriate to the discipline.
• Graduates will be able to analyze a problem and identify and define the computing requirements appropriate to its solution.
• Graduates will be able to design, implement and evaluate a computer-based system, process, component or program to meet desired needs.
• Graduates will be able to function effectively on teams to accomplish a common goal.
• Graduates will be able to have an understanding of professional, ethical, legal, security and social issues and responsibilities.
• Graduates will be able to communicate effectively with a range of audiences.
• Graduates will be able to analyze the local and global impact of computing on individuals, organizations and society.
• Graduates will be able to engage in continuing professional development.
• Graduates will be able to use current techniques, skills and tools necessary for computing practice.

### Business Foundation (63 credits)  

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### Business General Education electives  

Select credits from the following list:
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- ENVG/GEOG 105 Physical Geology
- PHYS 101 Foundations of Physics
- PHYS 107 Wonders of Technology
- PHYS 201-202 General Physics

Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
Any ARTH, DANC, MHIS, or THEA course open to non-arts majors
Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course
Any honors module
Any additional University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

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<td>6</td>
</tr>
<tr>
<td>INFO 202 Introduction to E-business Technologies</td>
<td>3</td>
</tr>
<tr>
<td>MATH 211 Mathematical Structures</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy)</td>
<td>0-3</td>
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<td>3</td>
</tr>
<tr>
<td>Non-School of Business electives</td>
<td>9</td>
</tr>
</tbody>
</table>

### Advanced business program (57 credits)

Advanced business core (30 credits)
- ECON 303 Managerial Economics
- FIRE 311 Financial Management
- INFO 360 Business Information Systems
- MGMT 301 Business Statistics I
- MGMT 319 Organizational Behavior
- MGMT 320 Production/Operations Management
- MGMT 323 Legal Environment of Business
- MGMT 325 Organizational Communication
- MGMT 434 Strategic Management
- MKTG 301 Marketing Principles

Major requirements (27 credits)
- INFO 300 Information Technology Infrastructure
- INFO 350 Intermediate Programming
- INFO 361 Systems Analysis and Design
- INFO 364 Database Systems
- INFO 370 Fundamentals of Data Communications
- INFO 461 Information Systems Planning and Project Management
- INFO 465 Projects in Information Systems
- Approved information systems electives

Total minimum requirement: 120

### Approved information systems electives

- INFO 450 Advanced Programming
- INFO 451 Advanced Technology for E-business
- INFO 463 Business Process Engineering
- INFO 468 Information Engineering
- INFO 472 Infrastructure Services
- INFO 474 Advanced Networking and Security
- INFO 491 Topics in Information Systems
- INFO 492 Independent Study in Information Systems (Requires departmental approval)
- INFO 493 Internship in Information Systems

Note: Students who wish to concentrate their electives within a track to gain enhanced proficiency may do so. The recommended tracks are:
- Application development: INFO 450 and 451
- Business analysis: INFO 463 and 468
- Information and communications technology: INFO 472 and 474

Click here to download a sample outline. ☑
Information Systems, Certificate in (Post-baccalaureate undergraduate certificate)

The Post-baccalaureate Certificate in Information Systems is designed for students who hold bachelor’s degrees in fields other than information systems and who wish to continue their education in information systems but do not aspire to a master’s degree. Candidates for the certificate are required to complete a total of 30 hours beyond the bachelor’s degree, including the courses listed below or their equivalents, with a minimum of 24 credit hours of study in information systems to be taken at VCU.

The certificate is designed to provide more than a basic knowledge of information systems. Specifically, persons completing the program are expected to achieve competency in understanding information systems terminology, concepts and principles; computer program design, writing and testing; systems analysis/design through proper application and knowledge of current hardware and software; and planning and carrying out system development and the management of information systems. Students acquiring these skills are well-received in the business community and in governmental organizations.

For additional information, please visit our website at www.business.vcu.edu/graduate.

Required courses
Application development track
Business analysis track
Network management track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>INFO 300 Information Technology Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>INFO 350 Intermediate Programming</td>
<td>3</td>
</tr>
<tr>
<td>INFO 360 Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>INFO 361 Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>INFO 364 Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>INFO 370 Fundamentals of Data Communications</td>
<td>3</td>
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<tr>
<td>INFO 461 Information Systems Planning and Project Management</td>
<td>3</td>
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<tr>
<td>INFO 465 Projects in Information Systems</td>
<td>3</td>
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</tbody>
</table>

Upper-level electives: 6

Total: 30

Approved electives (three credits each)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INFO 450 Advanced Programming</td>
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</tr>
<tr>
<td>INFO 451 Java Support for E-business</td>
<td></td>
</tr>
<tr>
<td>INFO 463 Business Process Engineering</td>
<td></td>
</tr>
<tr>
<td>INFO 468 Information Engineering</td>
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</tr>
<tr>
<td>INFO 472 Infrastructure Services</td>
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<tr>
<td>INFO 474 Advanced Networking and Security</td>
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<td>INFO 491 Topics in Information Systems</td>
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<td>INFO 492 Independent Study in Information Systems</td>
<td></td>
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<tr>
<td>INFO 493 Internship in Information Systems</td>
<td></td>
</tr>
</tbody>
</table>

Note: Students who wish to concentrate their electives within a track to gain enhanced proficiency may do so. The recommended tracks are:

Application development: INFO 450 and 451
Business analysis: INFO 462 and 468
Information and communications technology: INFO 472 and 474

Exceptions to prerequisite courses require recommendation of the adviser and permission of the department chair.

Note: INFO 202 Introduction to E-business Technologies is a prerequisite for INFO 350. INFO 202 cannot be used as an elective within the information systems major, but may be used in the “Business Foundation Program under the category Business and/or non-business electives.”

The Department of Management offers a variety of baccalaureate-, masters- and doctoral-level degrees and certificate programs. Courses offered include organizational behavior, human resource management, entrepreneurship, international management, strategic management, operations management, organizational communication, and decision sciences.

Areas of study

- Business administration and management (refer to the B.S. in Business concentrations for more information)
- Human resource management (refer to the B.S. in Business concentrations, the post-baccalaureate certificate and the minor for more information)
- International management (refer to the undergraduate certificate program)

Administration

Jose H. Dula
Associate Professor and Interim Chair
www.bus.vcu.edu/management

Management courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to management (MGMT) courses.

Business, Bachelor of Science (B.S.) with a concentration in business administration and management/business administration

Special requirements

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPECH 121 Effective Speech or SPECH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students using MGMT 386 Introduction to Supply Chain Management or MGMT 439 Introduction to Quality Management and Six Sigma to satisfy the decision tools requirement may not use the same course as an approved management elective.

The concentration in business administration and management consists of four tracks that allow students to either pursue general study in business administration and management or to specialize in selected areas of management.

The track in business administration provides a broad-based study of management and other business disciplines. The choices in the business administration track allow students flexibility in developing a program of study leading to a variety of entry-level positions in private and public organizations.
Learning goals

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in business administration and management/business administration

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Graduates will be able to provide a written analysis of situations requiring managerial decision-making.
- Graduates will be able to conduct advanced quantitative reasoning and statistics.

Business Foundation (63 credits) Credits

General Education Requirements

- University Core Education Curriculum (minimum 21 credits)
  - UNIV 111 Focused Inquiry I 3
  - UNIV 112 Focused Inquiry II 3
  - UNIV 200 Writing and Rhetoric 3
  - Approved humanities/fine arts 3
  - Approved natural/physical sciences 3-4
  - Approved quantitative literacy 3-4
  - Approved social/behavioral sciences 3-4

- ECON 210-211 Principles of Economics 6

Business General Education electives 9-12

Select credits from the following list:
- CHEM 101-102 General Chemistry
- ENVS/GEOG 105 Physical Geology
- PHYS 101 Foundations of Physics
- PHYS 107 Wonders of Technology
- PHYS 201-202 General Physics

Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit

Any ARTH, DANC, MHIS, or THEA course open to non-arts majors

Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course

Any foreign language course

Any honors module

Any additional University Core Education Curriculum approved courses

Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Advanced business program requirements (24-27 credits)

Advanced business core (30 credits)
- ECON 303 Managerial Economics 3
- FIRE 311 Financial Management 3
- INFO 360 Business Information Systems 3
- MGMT 301 Business Statistics I 3
- MGMT 319 Organizational Behavior 3
- MGMT 320 Production/Operations Management 3
- MGMT 323 Legal Environment of Business 3
- MGMT 325 Organizational Communication 3
- MGMT 434 Strategic Management 3
- INNO 301 Marketing Principles 3

Advanced business program (57 credits)

Advanced business core (30 credits)
- ECON 303 Managerial Economics 3
- FIRE 311 Financial Management 3
- INFO 360 Business Information Systems 3
- MGMT 301 Business Statistics I 3
- MGMT 319 Organizational Behavior 3
- MGMT 320 Production/Operations Management 3
- MGMT 323 Legal Environment of Business 3
- MGMT 325 Organizational Communication 3
- MGMT 434 Strategic Management 3

Major requirements (27 credits)
- MGMT 302 Business Statistics II 3
- MGMT 331 Human Resource Management 3
- MGMT 389 Managerial Skills Development 3
- Approved decision tools elective 3
- Approved global elective 3
- Approved finance or insurance elective 3
- Approved systems and marketing elective 3
- Approved management electives (choose two) 6

Total minimum requirement 120

Approved electives

Decision tools elective
- MGMT 339 Quantitative Solutions for Management
- MGMT 386 Supply Chain Management
- MGMT 439 Introduction to Quality Management and Six Sigma

Global requirement elective
- ECON 329 International Economics
- MGMT 329 Introduction to Intercultural Communication
- MGMT 418 International Management
- MGMT 302 Business Statistics II

Finance and insurance elective
- MGMT 434 Strategic Management
- FIRE 311 Financial Management
- FIRE 314 Investments
- FIRE 316 Principles of Real Estate
- FIRE 333 Risk and Insurance

Systems and marketing elective
- MGMT 321 Introduction to Entrepreneurship
- MGMT 334 Organization Design and Effectiveness
- MGMT 350 Introduction to Project Management
- MGMT 386 Supply Chain Management

Management electives
- MGMT 420 Labor and Employment Relations

University Core Education Curriculum quantitative literacy)
MGMT 433 Compensation Management
MGMT 439 Introduction to Quality Management and Six Sigma
MGMT 491 Topics in Management (variable, with no more than 6 credits total)
MGMT 493 Internship in Management (requires departmental approval)

Click here to download a sample outline.

### Business, Bachelor of Science (B.S.) with a concentration in business administration and management/entrepreneurship and small business management

#### Special requirements
To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program—including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204—and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students who have received credit for SPCH 121 may not use SPCH 321 as an approved elective. Students using SPCH 321 as an approved track elective cannot use it as a non-business elective in the business foundation program.

The concentration in business administration and management consists of four tracks that allow students to either pursue general study in business administration and management or to specialize in selected areas of management. The entrepreneurship and small business track enables students to develop skills in working with small firms and eventually start small firms of their own, as well as to gain knowledge of entrepreneurial concepts useful for a variety of positions in organizations of any size.

#### Learning goals
- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

#### Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in business administration and management/entrepreneurship and small business management

#### Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Graduates will be able to provide a written analysis of situations requiring managerial decision-making.
- Graduates will be able to conduct advanced quantitative reasoning and statistics.
- Graduates will be able to work with small firms, be able to start up a small firm and obtain knowledge of entrepreneurial concepts useful for a variety of positions in organizations of any size.

#### Business Foundation (63 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### Business General Education requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 210-211 Principles of Economics</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Business General Education electives

Select credits from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101-102 General Chemistry</td>
<td></td>
</tr>
<tr>
<td>ENVS/GEOG 105 Physical Geology</td>
<td></td>
</tr>
<tr>
<td>PHYS 101 Foundations of Physics</td>
<td></td>
</tr>
<tr>
<td>PHYS 107 Wonders of Technology</td>
<td></td>
</tr>
<tr>
<td>PHYS 201-202 General Physics</td>
<td></td>
</tr>
</tbody>
</table>

Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit

Any ARTH, DANC, MHIS, or THEA course open to non-arts majors

Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course

Any foreign language course

Any honors module

Any additional University Core Education Curriculum approved courses

Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

#### Additional Business Foundation requirements (24-27 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203-204 Introduction to Accounting I and II</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy)</td>
<td>0-3</td>
</tr>
<tr>
<td>MGMT 212 Differential Calculus and Optimization for Business</td>
<td>3</td>
</tr>
<tr>
<td>Business and/or non-business electives</td>
<td>3</td>
</tr>
</tbody>
</table>
To help students develop the professional skills that will be needed by the labor market, this program details the requirements for admission and completion. Credits: 3

Graduates will be able to understand the importance to themselves, their companies, their industries, and the global nature of today’s business world. Students enrolled in this track are encouraged to take advantage of a variety of opportunities available for international study within the university and abroad.

**Learning goals**

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
- To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

**Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in business administration and management/ international management**

- **Learning outcomes**
  - Upon completing this program, students will know and know how to do the following:
  - Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
  - Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
  - Graduates will be able to communicate effectively both orally and in writing.
  - Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
  - Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
  - Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
  - Graduates will be able to provide a written analysis of situations requiring managerial decision-making.
  - Graduates will be able to conduct advanced quantitative reasoning and statistics.
  - Graduates will be able to evaluate the international business environment and explain the challenges facing multinational firms.

**Business Foundation (63 credits)**

**General Education Requirements**

- **University Core Education Curriculum (minimum 21 credits)**
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Business General Education requirement
ECON 210-211 Principles of Economics 6

Business General Education electives 9-12
Select credits from the following list:
CHEM 101-102 General Chemistry
ENVS/GEOG 105 Physical Geology
PHYS 101 Foundations of Physics
PHYS 107 Wonders of Technology
PHYS 201-202 General Physics
Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
Any ARTH, DANC, MHIS, or THEA course open to non-arts majors
Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course
Any honors module
Any additional University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Additional Business Foundation requirements (24-27 credits)
ACCT 203-204 Introduction to Accounting I and II 6
MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) 0-3

Advanced business program (57 credits)
Advanced business core (30 credits)
ECON 303 Managerial Economics 3
FIRE 311 Financial Management 3
INFO 360 Business Information Systems 3
MGMT 301 Business Statistics I 3
MGMT 319 Organizational Behavior 3
MGMT 320 Production/Operations Management 3
MGMT 323 Legal Environment of Business 3
MGMT 325 Organizational Communication 3
MGMT 434 Strategic Management 3
MKTG 301 Marketing Principles 3

Major requirements (27 credits)
ECON/INTL 329 International Economics 3
MGMT 302 Business Statistics II 3
MGMT 329/INTL 327 Introduction to Intercultural Communication 3
MGMT 331 Human Resource Management 3
MGMT 389 Managerial Skills Development 3
MGMT/INTL 418 International Management 3

Approved international management electives (9 credits)
Choose three courses:
FIRE/INTL 416 International Financial Management
MGMT/INTL 446 International Human Resource Management
MGMT 491 Topics in Management (study abroad topics)
MKTG/INTL 320 International Marketing
MKTG/INTL 448 Internet Marketing
Consortium International University courses (require approval by faculty adviser and the department chair)
Additional international electives may be approved by the faculty adviser and the department chair

Total minimum requirement 120

Business, Bachelor of Science (B.S.) with a concentration in business administration and management/supply chain management

Special requirements
To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167, 168 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 111 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

Students using MGMT 386 Introduction to Supply Chain Management or MGMT 439 Introduction to Quality Management and Six Sigma to satisfy the decision tools requirement may not use the same course as an approved management elective.

The concentration in business administration and management consists of four tracks that allow students to either pursue general study in business administration and management or to specialize in selected areas of management.

The track in supply chain management gives students the skills to manage the manufacture and movement of products in the global environment. The track is comprehensive in that supply chain management involves a range of issues from inventory management to risk management, and the indispensable role of information and technology in coordinating modern supply chains.

Learning goals
• To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
• To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
• To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace in the U.S. or in other parts of the world.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in business administration and management/supply chain management

Learning outcomes
Upon completing this program, students will know and know how to do the following:
• Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
• Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
• Graduates will be able to communicate effectively both orally and in writing.
• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
• Graduates will be able to provide a written analysis of situations requiring managerial decision-making.
• Graduates will be able to conduct advanced quantitative reasoning and statistics.
• Graduates will be able to identify and evaluate the major elements of operations and supply chain management.

<table>
<thead>
<tr>
<th>Business Foundation (63 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Education Requirements</strong></td>
<td></td>
</tr>
<tr>
<td><em>University Core Education Curriculum (minimum 21 credits)</em></td>
<td></td>
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<tr>
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<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
<tr>
<td><strong>Business General Education requirement</strong></td>
<td></td>
</tr>
<tr>
<td>ECON 210-211 Principles of Economics</td>
<td>6</td>
</tr>
<tr>
<td><strong>Business General Education electives</strong></td>
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</tr>
<tr>
<td>Select credits from the following list:</td>
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<tr>
<td>Any honors module</td>
<td></td>
</tr>
<tr>
<td>Any additional University Core Education Curriculum approved courses</td>
<td></td>
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<tr>
<td>Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)</td>
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<tr>
<th>Additional Business Foundation requirements (24-27 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 203-204 Introduction to Accounting I and II</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy)</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 212 Differential Calculus and Optimization for Business and/or non-business electives</td>
<td>3</td>
</tr>
<tr>
<td>Non-School of Business electives</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced business program (57 credits)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Advanced business core (30 credits)</td>
<td></td>
</tr>
<tr>
<td>ECON 303 Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIRE 311 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>INFO 360 Business Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 301 Business Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 319 Organizational Behavior</td>
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<td>MGMT 320 Production/Operations Management</td>
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<td>MGMT 434 Strategic Management</td>
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<td>MKTG 301 Marketing Principles</td>
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</table>

<table>
<thead>
<tr>
<th>Major requirements (27 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 302 Business Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 331 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 339 Quantitative Solutions for Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 386 Introduction to Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 389 Managerial Skills Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 439 Introduction to Quality Management and Six Sigma</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 440 Forecasting Methods and Process</td>
<td>3</td>
</tr>
<tr>
<td>Approved supply chain management electives (choose two)</td>
<td>6</td>
</tr>
</tbody>
</table>

| Total minimum requirement | 120 |
| Supply chain management electives |         |
| MGMT 350 Introduction to Project Management |         |
| MGMT 493 Internship in Management |         |
| OPER /MATH 327 Mathematical Modeling |         |

Click here to download a sample outline.

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**Business, Bachelor of Science (B.S.) with a concentration in human resource management**

### Special requirements

To complete a degree, a minimum of 120 credits is required, with no more than four of those credits in physical education, and no more than another four credits from INFO 160, 161, 162, 163, 164, 165, 166, 167 and 169. These courses may be counted as non-business electives. The foundation program specifies course work required during the freshman and sophomore years. Students who successfully complete a minimum of 54 credits in the foundation program — including UNIV 111, 112, and 200 (with a minimum grade of C in UNIV 112 and 200), ECON 210-211, MGMT 171 and 212 and ACCT 203-204 — and meet the course and GPA requirements are eligible for admission into a major in the School of Business. All students entering junior-level business and economics courses are expected to have competency in computer-based word processing and spreadsheet skills. Students are strongly encouraged to take SPCH 121 Effective Speech or SPCH 321 Speech for Business and the Professions. Students planning to attend graduate school should complete MGMT 302 Business Statistics II as either an approved or free elective.

The admission requirements for the School of Business detail the requirements for students to be admitted to the advanced business program with a major in the school. Candidates for the bachelor’s degrees offered in business must complete the 120 credits outlined in the combination of the foundation and advanced programs. At least 30 hours of the required business courses for the Bachelor of Science must be taken at VCU.

The concentration in human resource management gives students a broad overview of the knowledge base and applications used by professionals in the field. Students receive exposure to a wide range of topics reflecting the body of knowledge required for the Professional in Human Resources certification exam administered by the HR Certification Institute. After graduation, students are prepared for employment in the public or private sector as human resource management generalists or as specialists in human resource management functions such as compensation management or employee benefits.

### Learning goals

- To support career advancement over time by giving our students the academic foundation in information systems needed for continued professional development.
- To help students develop the professional skills that will be needed by the businesses and organizations that hire our graduates.
• To help our students develop ethical awareness so that they are able to deal with an ethical dilemma in the workplace.

Degree requirements for Business, Bachelor of Science (B.S.) with a concentration in human resource management

Learning outcomes
Upon completing this program, students will know and know how to do the following:

• Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
• Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
• Graduates will be able to communicate effectively both orally and in writing.
• Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
• Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
• Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
• Graduates will be able to understand human resource management concepts and principles needed to design and implement human resource management policies and practices that enhance an organization’s ability to attract, motivate, develop and retain effective employees.
• Graduates will be able to understand human resource management activities.
• Graduates will be able to identify, evaluate and provide solutions to problems relevant to human resource management.

Business Foundation (63 credits)

General Education Requirements

University Core Education Curriculum (minimum 21 credits)

UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Business General Education requirement
ECON 210-211 Principles of Economics 6

Business General Education electives 9-12

Select credits from the following list:
CHEM 101-102 General Chemistry
ENVS/GEOG 105 Physical Geology
PHYS 101 Foundations of Physics
PHYS 107 Wonders of Technology
PHYS 201-202 General Physics
Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
Any ARTH, DAN C, MHIS, or THEA course open to non-arts majors
Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course

Any honors module
Any additional University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Additional Business Foundation requirements (24-27 credits)

ACCT 203-204 Introduction to Accounting I and II 6
MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) 0-3
MGMT 212 Differential Calculus and Optimization for Business 3
Business and/or non-business electives 3
Non-School of Business electives 12

Advanced business program (57 credits)

Advanced business core (30 credits)

ECON 303 Managerial Economics 3
FIRE 311 Financial Management 3
INFO 360 Business Information Systems 3
MGMT 301 Business Statistics I 3
MGMT 319 Organizational Behavior 3
MGMT 320 Production/Operations Management 3
MGMT 323 Legal Environment of Business 3
MGMT 325 Organizational Communication 3
MGMT 434 Strategic Management 3
MKTG 301 Marketing Principles 3

Major requirements (27 credits)

MGMT 331 Human Resource Management 3
MGMT 431 Strategic Human Resource Management 3
MGMT 433 Compensation Management 3
MGMT/INTL 446 International Human Resource Management Electives Approved human resource electives (choose three) 9
Approved general management electives (choose two) 6

Total minimum requirement 120

Approved human resource electives

FIRE 428 Employee Benefit Planning
FIRE/MGMT 444 Occupational Safety, Health and Security
MGMT 403 Human Resource Development
MGMT 420 Labor and Employment Relations
MGMT 427 Employment Law
MGMT 447 Human Resource Information Systems
MGMT 493 Internship in Management (requires departmental approval)
PSYC 310 Industrial Psychology

Approved general management electives

FIRE 333 Risk and Insurance
MGMT 302 Business Statistics II
MGMT 334 Organization Design and Effectiveness
MGMT 350 Introduction to Project Management
MGMT 389 Managerial Skills Development
MGMT 439 Introduction to Quality Management and Six Sigma
MGMT 491 Topics in Management

Click here to download a sample outline.

Human Resource Management, Certificate in (Post-baccalaureate undergraduate certificate)

The Post-baccalaureate Undergraduate Certificate in Human Resource Management is designed to increase the knowledge and skills of human resource practitioners, to prepare individuals who are seeking employment in the field and to educate persons who desire more knowledge about human resource management.

The program is designed to provide students with an understanding of HRM technology, concepts and principles to design and implement HRM policies that support an organization’s strategic plan and to develop HRM practices that enhance an organization’s ability to attract, motivate, develop and retain effective
employees. Persons completing the program should have enhanced opportunities for employment in the HRM field.

Students must earn a minimum of 30 semester credit hours to satisfy the certificate requirements, with a minimum of 24 semester credit hours earned at VCU.

For additional information, please visit our website at www.business.vcu.edu/graduate.

Certificate requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>Foundation courses</th>
<th>Required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students should take these courses first.</td>
<td>MGMT 431 Strategic Human Resource Management 3</td>
</tr>
<tr>
<td></td>
<td>MGMT 331 Human Resource Management 3</td>
<td>MGMT 433 Compensation Management 3</td>
</tr>
<tr>
<td></td>
<td>MGMT/INTL 446 International Human Resource Management 3</td>
<td>MGMT 420 Labor and Employment Relations</td>
</tr>
<tr>
<td></td>
<td>MGMT 427 Employment Law</td>
<td>MGMT 446 International Human Resource Information Systems</td>
</tr>
<tr>
<td></td>
<td>MGMT 493 Internship in Management*</td>
<td>MGMT 493 Internship in Management*</td>
</tr>
<tr>
<td></td>
<td>PSYC 310 Industrial Psychology</td>
<td>PSYC 310 Industrial Psychology</td>
</tr>
</tbody>
</table>

Total 30

* Any prerequisites must also be satisfied.
** Requires departmental approval.

International Management Studies, Certificate in (Undergraduate certificate)

The certificate program in international management studies is an interdisciplinary program offered by the Department of Management in the School of Business and the School of World Studies in the College of Humanities and Sciences. The certificate program combines international management, foreign languages and European studies into a unique program intended to equip students for careers in international business. Students concentrating in liberal arts or business programs, as well as other majors, are encouraged to apply.

Certification through this program requires 33 to 36 hours of approved credits from the list of courses given below. Students may enroll in this program and take courses while enrolled in another undergraduate program at the university, but must choose the same country track for European studies and foreign language courses.

For more information, contact Dr. Charles M. Byles of the Department of Management at (804) 828-7125 or cmbyles@vcu.edu, or Dr. Patricia Cummins of the School of World Studies at (804) 827-0958 or pcummins@vcu.edu, or visit the program’s website: www.cim.bus.vcu.edu.

Course requirements

<table>
<thead>
<tr>
<th>Credits</th>
<th>European studies</th>
<th>Foreign languages</th>
<th>International management</th>
<th>Experiential learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select three courses from the following list. At least one course must be specific to one of the following country tracks: France, Germany or Spain.</td>
<td>Select one of the following language tracks:</td>
<td>Select one of the following:</td>
<td>The following courses are ways to apply program content to international management settings. Choose any one.</td>
</tr>
<tr>
<td></td>
<td>EUCU 307 Aspects of German Culture</td>
<td>French</td>
<td>MGMT 319 Organizational Behavior</td>
<td>INTL 493 International Studies Internship</td>
</tr>
<tr>
<td></td>
<td>FREN 420 French Regional Culture</td>
<td>FREN</td>
<td>MGMT 329/INTL 327 Introduction to Intercultural Communication</td>
<td>MGMT/INTL 491 Topics in Management: The European Union (Study Abroad)</td>
</tr>
<tr>
<td></td>
<td>FREN 421 French Contemporary Culture</td>
<td>Spanish</td>
<td>MGMT 319 Organizational Behavior</td>
<td></td>
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<tr>
<td></td>
<td>GEOG 334 Regional Geography of</td>
<td>International</td>
<td>MGMT 329/INTL 327 Introduction to Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GRMN 421 The Postwar German Scene</td>
<td>Management</td>
<td>MGMT/INTL 418 International Management</td>
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<tr>
<td></td>
<td>HIST 102 Survey of European History</td>
<td></td>
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<tr>
<td></td>
<td>HIST 313 Post-war Europe, 1945 to the Present</td>
<td>Foreign</td>
<td>MGMT 319 Organizational Behavior</td>
<td></td>
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<tr>
<td></td>
<td>HIST 316 History of France</td>
<td>languages</td>
<td>MGMT 329/INTL 327 Introduction to Intercultural Communication</td>
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<td></td>
<td>HIST 318 History of Germany</td>
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<td>MGMT/INTL 418 International Management</td>
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<td></td>
<td>HIST 323 History of Spain and Portugal</td>
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<td>HIST 330 European Social History</td>
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<td></td>
<td>POLI/INTL 352 European Governments and Politics</td>
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<td></td>
<td>SPAN 420 Civilization of Spain II</td>
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<td></td>
</tr>
</tbody>
</table>

Experiential learning 3

The following courses are ways to apply program content to international management settings. Choose any one.

MGMT 493 International Studies Internship
MGMT/INTL 491 Topics in Management: The European Union (Study Abroad)
Approved service-learning course (SPAN/LING 402 Language Issues in the Spanish-speaking World, FREN 300 Advanced Grammar and Writing, RELS 340/INTL 341 Global Ethics and the World’s Religions or other approved courses).

**Language/cultural immersion experience** 0-3
Students must complete an approved language/cultural immersion experience by which they demonstrate the successful application of foreign language, cross-cultural and management skills. This demonstration can be achieved through an approved study abroad program, such as MGMT/INTL 491 Topics in Management: The European Union, an overseas internship, a service-learning course or previous life experience.

**Core course in international management** 3
Students must complete the following integrative course, which should be taken toward the end of the program.

MGMT/INTL 419 Doing Business in Europe

**Total** 33-36

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**Department of Marketing**

The Department of Marketing provides students with a comprehensive introduction to the many topics and concepts that make up today's marketing professions. Additionally, students have the opportunity to participate in high-quality learning experiences that broaden traditional ideas of the classroom in projects, exercises and internship experiences that involve a variety of business organizations as well as state and local government agencies.

---

**Administration**

Michael W. Little
Professor and Interim Chair
www.bus.vcu.edu/marketing

**Marketing courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to marketing (MKTG) courses.

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### Degree requirements for Marketing, Bachelor of Science (B.S.)

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Graduates will be able to understand the role of information systems and information technology in the organization, especially as a source of information.
- Graduates will be able to understand the value of, and be able to use, financial/accounting data to make decisions at both strategic and operating levels within the context of their discipline-specific knowledge.
- Graduates will be able to communicate effectively both orally and in writing.
- Graduates will be able to understand the importance to themselves, their organization and the larger community of working effectively in teams.
- Graduates will be able to use the appropriate quantitative/statistical analysis and reasoning to make business decisions.
- Graduates will be able to demonstrate an ability to respond appropriately to ethical dilemmas in business. From a scenario (i.e., what is good for some consumers might not be good for society as a whole), the student will be required to identify both sides of the dilemma, state what action they would recommend and incorporate the marketing concept and the American Marketing Association Code of Ethics in developing their recommendation.
- Graduates will be able to formulate the problem or problems that organizations face.
- Graduates will be able to apply appropriate research design, sampling and data analysis.
- Graduates will know the elements of the Buyer Behavior Model and apply it marketing decisions.
- Graduates will be able to analyze a situation that reflects basic understanding of the global business environment and apply fundamental marketing concepts, tools and strategies in the international marketplace.

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### Business Foundation (63 credits)

<table>
<thead>
<tr>
<th>Credits</th>
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</table>
General Education Requirements
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Business General Education requirement
ECON 210-211 Principles of Economics 6

Business General Education electives
Select credits from the following list:
CHEM 101-102 General Chemistry
ENVS/GEOG 105 Physical Geology
PHYS 101 Foundations of Physics
PHYS 107 Wonders of Technology
PHYS 201-202 General Physics
Any ANTH, PSYC or SOCY course except PSYC 214 Applications of Statistics, which business majors cannot take for degree credit
Any ARTH, DANC, MHIS, or THEA course open to non-arts majors
Any HIST, INTL (except INTL 493 International Studies Internship), PHIL, POLI or RELS course
Any foreign language course
Any honors module
Any additional University Core Education Curriculum approved courses
Approved English literature course (ENGL 201-206; ENGL 211; ENGL 236; ENGL 241; ENGL 291; ENGL 295)

Additional Business Foundation requirements (24-27 credits)
ACCT 203-204 Introduction to Accounting I and II 6
MGMT 171 Mathematical Applications for Business (satisfies University Core Education Curriculum quantitative literacy) 0-3
MGMT 212 Differential Calculus and Optimization for Business 3
Business and/or non-business electives 3
Non-School of Business electives 12

Advanced business program (57 credits)
Advanced business core (30 credits)
ECON 301 Managerial Economics 3
FIRE 311 Financial Management 3
INFO 360 Business Information Systems 3
MGMT 301 Business Statistics I 3
MGMT 319 Organizational Behavior 3
MGMT 320 Production/Operations Management 3
MGMT 323 Legal Environment of Business 3
MGMT 325 Organizational Communication 3
MGMT 434 Strategic Management 3
MKTG 301 Marketing Principles 3

Major requirements (27 credits)
MKTG 302 Marketing Problems 3
MKTG 310 Information for Marketing Decisions 3
MKTG 315 Buyer Behavior 3
MKTG 320/INTL 320 International Marketing 3
Complete 15 credits from approved marketing electives 15

Total minimum requirement 120

Approved marketing electives
INNO 460 Product Innovation: da Vinci Project (3)
MKTG 330 Integrated Marketing Communications (3)
MKTG 340 Retail Management (3)
MKTG 435 Personal Selling and Sales Management (3)
MKTG 442 Services Marketing (3)
MKTG 445 Nonprofit Marketing (3)
MKTG/INTL 448 Internet Marketing (3)
MKTG 450 Product Development and Management (3)
MKTG 470 Field Project in Marketing (3)
MKTG 475 Honors Seminar in Marketing (3)

Approved non-marketing electives (Students may use up to 6 credits from these courses in order to fulfill the 15 credits of marketing electives.)
ACCT 306 Cost Accounting (3)
ECON 301 Microeconomic Theory (3)
ECON 307 Money and Banking (3)
ECON 312 E-commerce and Markets for Information Goods (3)
FASH 341 Merchandise Planning and Control (3)
FASH 342 Retail Buying Simulation (3)
FIRE 316 Principles of Real Estate (3)
FIRE 317 Real Property Management (3)
FIRE 333 Risk and Insurance (3)
INFO 361 Systems Analysis and Design (3)
INFO 364 Database Systems (3)
MGMT 302 Business Statistics II (3)
MGMT 321 Introduction to Entrepreneurship (3)
MGMT 329/INTL 327 Introduction to Intercultural Communication (3)
MGMT 350 Introduction to Project Management (3)
MGMT 386 Supply Chain Management (3)
MGMT 389 Managerial Skills Development (3)
MGMT 418/INTL 418 International Management (3)
MGMT 419/INTL 419 Doing Business in Europe (3)

Click here to download a sample outline.
The School of Dentistry was created in 1893 when the University College of Medicine opened with a dental department as one of its original divisions. The Medical College of Virginia inaugurated a dental education program in 1897, and in 1913 the two schools were merged to form the MCV School of Dentistry.

In 1968, by an act of the Virginia General Assembly, MCV was merged with Richmond Professional Institute to form Virginia Commonwealth University. The School of Dentistry is located on VCU’s MCV Campus.

The facilities of the School of Dentistry are housed in the Wood Memorial, Lyons and Perkinson buildings and contain clinical facilities, research facilities, classrooms, student laboratories, departmental offices and a computer-learning laboratory.

The school provides opportunities for selected, qualified individuals to study dentistry under the most favorable conditions and in accordance with the standards established by the Commission on Dental Accreditation of the American Dental Association.

The degree of Doctor of Dental Surgery (D.D.S.) is awarded to graduates of the school’s professional program and the Bachelor of Science degree to graduates of the Division of Dental Hygiene.

Graduates of the advanced dental education programs in endodontics, orthodontics, pediatric dentistry and periodontics are awarded the Master of Science in Dentistry degree.

Administration

520 North 12th Street
P.O. Box 980566
Richmond, Virginia 23298-0566
(804) 828-9184
Fax: (804) 828-6072
www.dentistry.vcu.edu

David C. Sarrett
Dean

Carolyn Booker
Associate Dean, Student Services

James C. Burns
Associate Dean, Clinical Dental Education

B. Ellen Byrne
Senior Associate Dean

Laurie C. Carter
Director of Advanced Dental Education Programs

Michael Healy
Assistant Dean, Admissions

Rebecca Pousson
Executive Associate Dean

Harvey A. Schenkein
Assistant Dean, Research

Accreditation

Dental Hygiene (bachelor’s degree)
Commission on Dental Accreditation

Dentistry (D.D.S.)
Commission on Dental Accreditation

Advanced Dental Education Programs (including Endodontics, Oral and Maxillofacial Surgery, Orthodontics, Pediatric Dentistry, Periodontics, and Advanced Education in General Dentistry)
Commission on Dental Accreditation

Mission

The VCU School of Dentistry is a public, urban, research dental school, supported by Virginia to serve the people of the commonwealth and the nation. The school’s mission is to provide educational programs that prepare graduates qualified to provide dental care services; generate new knowledge through research and other scholarly activity; and provide quality oral health care to the public and service to the community.

Dental Hygiene Program

VCU School of Dentistry
W. Baxter Perkinson, Jr. Building, Suite 3100
1101 East Leigh Street
P.O. Box 980566
Richmond, Virginia 23298-0566
Phone: (804) 828-9096
Fax: (804) 827-0969

Michelle McGregor, RDH, B.S., M.Ed.
Director, Dental Hygiene Program

Coral Diaz
Chair, Dental Hygiene Admissions Committee

The Dental Hygiene Program, established in 1969, offers courses leading to a Bachelor of Science in Dental Hygiene. The program requires two years of liberal arts study, with a minimum of 60 semester hours, followed by two years of study focusing on basic and dental sciences, dental hygiene science and theory, community health and pre-clinic and clinical experiences. The Dental Hygiene Program is accredited by the Commission on Dental Accreditation of the American Dental Association. Upon successful completion of the program, graduates are eligible for national, regional and state board licensing examinations.

Curriculum notes

• As part of students’ course of study and community education, travel to off-campus sites is expected. Students will be required to provide their own transportation to agencies used for clinical and community health rotation experiences.

• Licensing/certification: It is important for every student to understand that, while certain curricula are designed for the purpose of achieving registration or certification by an outside agency, completion of such an academic program in no way assures the student of successful registration or certification. No employee, agent or representative of this university is authorized or empowered to provide such assurances either directly or by implication.

• Individuals who have a felony or misdemeanor conviction may not be eligible for licensure in Virginia. The Virginia Board of Dentistry makes this decision. For questions regarding this issue, call the Virginia Board of Dentistry at (804) 662-9906.

• Criminal background checks are required prior to matriculation.

Policy on blood-borne and infectious diseases

By the nature of the profession, oral health care providers are routinely exposed to blood and body fluids during the treatment of patients in a clinical environment. In accordance with Section 32.1-45.1 of the Code of Virginia, the School of Dentistry requires that if a health care provider is exposed to body fluids in a manner that may transmit blood-borne or infectious disease, both the health care provider and the patient will be tested for disease.

Mission, philosophy and program goals

Mission

As an integral part of the VCU School of Dentistry as well as the greater university:

The mission of the Dental Hygiene Program is to prepare future practitioners who are competent in patient care delivered in a culturally sensitive manner; who will provide service to the local, national and global community and the profession; and who are lifelong learners who are responsive to a changing profession.

Philosophy

The Dental Hygiene Program is dedicated to providing an education to a diverse population of learners in a patient-centered, student-friendly atmosphere that fosters active and self-directed learning, critical thinking and self-assessment. Dental hygienists are recognized in their roles as clinician, educator, advocate, manager and researcher in the prevention of oral diseases and health promotion. Our purpose is to empower students in attaining their full potential as informed,
productive oral health professionals with a lifelong commitment to learning and service.

Program goals
The following program goals reflect the mission of the School of Dentistry and the university.

Education
Prepare dental hygiene graduates who possess the knowledge, values, ethics and skills to provide quality dental hygiene care through demonstrated competence as defined by the Dental Hygiene Program Competencies for the Entry Level Dental Hygienist.

Provide students with an interdisciplinary curriculum that integrates biomedical, clinical and behavioral sciences.

Patient care
Prepare dental hygiene graduates who are competent to provide patient-centered, comprehensive, evidence-based dental hygiene care in an ethical and professional manner.

Provide a clinical education based on wellness and designed to create satisfied patients who will achieve and maintain optimal oral health through a combined educational, preventive and therapeutic approach.

Service
Prepare dental hygiene graduates to respond to the evolving oral health care needs of a culturally diverse society by demonstrating a commitment to the community.

Provide students with opportunities for service-learning activities in the community that promote the missions of the school, university and profession.

Professionalism
Prepare dental hygiene graduates to assume active roles in professional organizations.

Provide students with the skills to advance the foundation and practice of dental hygiene through a commitment to scientific inquiry and lifelong learning.

Admission requirements
Two years of liberal arts study with a minimum of 60 semester hours of transferable quality academic course credits are required. For more information on the following prerequisites, please visit www.dentistry.vcu.edu/prospective/dh/requirements.aspx.

Prerequisite courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>General biology with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>College chemistry with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Anatomy and physiology with laboratory</td>
<td>5-8</td>
</tr>
<tr>
<td>Microbiology with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Introductory sociology</td>
<td>3</td>
</tr>
<tr>
<td>Introductory psychology</td>
<td>3</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Visual or performing arts</td>
<td>3</td>
</tr>
</tbody>
</table>

The remainder of the 60 required credits can be chosen from any of the following areas of study: science, math, computer usage, first aid and CPR, and humanities. Science electives are strongly recommended.

For a list of prerequisite courses that can be taken in the Virginia Community College System or through Richard Bland College, refer to the VCU Transfer Guide.

Additional prerequisites are as follows:

- **GPA** – A minimum GPA of 2.5 based on a 4.0 scale in the cumulative courses and a minimum GPA of 2.7 in the math/science and designated prerequisite courses are required.

- **English proficiency** – To successfully complete the dental hygiene curriculum, students are required to communicate clearly (in English) with faculty, students, staff and patients. To assure such competence, the Dental Hygiene Program requires any applicant whose native language is not English and who has been educated primarily outside of the United States to submit official Test of English as a Foreign Language or International English Language Testing System scores. Applicants are required to submit an official score with the application packet. The test must have been taken within the past two years. The Dental Hygiene Program does not conditionally admit applicants who have not met the requirement for proof of English proficiency.

You may be exempt from this requirement if:

- You have successfully completed 26 or more transferable semester credits at a two- or four-year postsecondary institution in the United States and have completed the full freshman English (non-ESL) requirement at that school with a grade of C or better 

- You have successfully completed 60 or more transferable semester credits at a two- or four-year postsecondary institution in the United States

No student will be considered for admission until proof of English proficiency is determined.

TOEFL: VCU’s Dental Hygiene Program minimum TOEFL score requirements is 550 (paper), 213 (computer) or 79-80 (internet-based). For more information about TOEFL testing, go to: www.ets.org

IELTS: VCU’s Dental Hygiene Program minimum IELTS score requirement is 6.0.

- **Deadline** – Complete the application and submit the required transcripts, references, personal statement and application on or before Feb. 15. The complete application package must be received by the Office of Undergraduate Admissions on the MCV Campus (1000 E. Marshall St., Room 322) on or before Feb. 15 (not postmarked Feb. 15). Transcripts must include final grades for the fall semester just prior to the application deadline.

- **Criminal background check** – As an applicant to the Dental Hygiene Program at the VCU School of Dentistry, all accepted candidates, prior to matriculation, will be required to submit to a criminal background check. A final decision about matriculation will be made after a review of the applicant’s CBC.

Any application that does not meet the above stipulations will not be processed. As part of the selection process, a candidate may be asked to participate in a personal interview process.

For additional information on prerequisites or the application or admissions process, please visit the program’s website for prospective students at www.dentistry.vcu.edu/prospective/dh.

Academic Performance Committee guidelines
The faculty of the VCU School of Dentistry has the responsibility for evaluating the student’s academic performance. It is incumbent on the course directors or their designees to specify, at the time a course first convenes, the criteria to be used in student assessment and the standards by which the students will be judged.

Guidelines that govern the actions of the Academic Performance Committee and the academic activities of the students are distributed to all students at the beginning of their studies. The guidelines are available upon request from the Office of Academics in the School of Dentistry.

Financial assistance
A brief description of financial aid based on demonstrated need is contained in the Financial aid section of this bulletin. Scholarships and loans are available from various sources. Information on financial assistance is also available upon request from the Office of Financial Affairs, School of Dentistry, Virginia Commonwealth University, P.O. Box 980566, Richmond, VA 23298-0566.

Criminal background checks
As an applicant to the Dental Hygiene Program at Virginia Commonwealth University School of Dentistry, all accepted candidates, prior to matriculation, will
be required to submit to a criminal background check (CBC). A final decision about matriculation will be made after a review of the applicant’s CBC.

The rationale for performing CBCs:
- To foster patient safety and well-being.
- To bolster the continuing trust of the public in the dental hygiene profession.
- To ascertain the ability of accepted applicants and enrolled dental hygiene students to eventually become licensed as dental hygienists.
- To minimize the liability of dental schools and their affiliated clinical facilities.

The CBC will not be a component of the application, interview or selection process but will be a mandatory component of the prematriculation process. The final decision regarding matriculation of an applicant will be based on the self-reported information in the candidate’s application and information in the CBC report. Factors involved in the final decision may include, but are not limited to:
- The nature, circumstances and frequency of any reported offense(s).
- Length of time since the offense(s).
- Available information that addresses efforts at rehabilitation.
- The accuracy of the information provided by the applicant.

The information obtained through a CBC will not become part of a student’s academic file and will remain confidential unless the findings result in an institutional action by the School of Dentistry. Only candidates offered class positions and alternate-list candidates will be asked to provide a CBC prior to matriculation. Candidates will be responsible for the cost of the CBC.

Preparatory study for dental hygiene

The University College provides programs in preparation for admission into health sciences programs. For detailed information on pre-dental hygiene, see Preparation for the study of dental hygiene in the UC section of this bulletin.

Dental hygiene courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to dental hygiene (DENH) courses.

Dental Hygiene, Bachelor of Science (B.S.)

Special requirements

Admission requirements include two years of liberal arts study with a minimum of 60 semester hours of transferable quality academic course credits. By completing these 60 semester hours, students will complete the general education requirements of the degree. More information concerning the admission requirements for VCU students is located in the University College chapter of this Bulletin under “Preparation for the study of dental hygiene.”

- **GPA** – A minimum GPA of 2.5 based on a 4.0 scale in the cumulative courses and a minimum GPA of 2.7 in math/sciences is required.
- **English proficiency** – To successfully complete the dental hygiene curriculum, students are required to communicate clearly (in English) with faculty, students, staff and patients. To assure such competence, the Dental Hygiene Program requires any applicant whose native language is not English and who has been educated primarily outside of the United States to submit official Test of English as a Foreign Language or International English Language Testing System scores. Applicants are required to submit an official score with the application packet. The test must have been taken within the past two years. The Dental Hygiene Program does not conditionally admit applicants who have not met the requirement for proof of English proficiency.

You may be exempt from this requirement if:
- You have successfully completed 26 or more transferable semester credits at a two- or four-year postsecondary institution in the U.S. and have completed the full freshman English (non-ESL) requirement at that school with a minimum grade of C. or
- You have successfully completed 60 or more transferable semester credits at a two- or four-year postsecondary institution in the U.S.

No student will be considered for admission until proof of English proficiency is determined.

TOEFL: VCU’s Dental Hygiene Program minimum TOEFL score requirements are 550 (paper), 213 (computer) or 80 (internet-based). For more information about TOEFL testing, go to www.ets.org.

IELTS: VCU’s Dental Hygiene Program minimum IELTS score requirement is 6.0.

The Bachelor of Science in Dental Hygiene requires two years of liberal arts study, with a minimum of 60 semester hours, followed by two years of study focusing on basic and dental sciences, dental hygiene science and theory, community health and pre-clinical and clinical experiences. Upon successful completion of the program, graduates are eligible for national, regional and state board licensing examinations. Classes enter once each year in the fall semester.

Degree requirements for Dental Hygiene, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Demonstrate commitment to the legal and ethical practice of dental hygiene, demonstrating integrity, honesty and confidentiality with colleagues, patients and the community.
- Demonstrate competence in interpersonal and communication skills and in the evaluation, synthesis and application of information and technology as resources in contemporary dental hygiene practice.
- Systematically collect, accurately record and analyze data on the general, oral and psychosocial health status of a variety of patients using methods consistent with medico-ethico-legal principles.
- Use critical-thinking and decision-making skills to reach conclusions about the patient’s dental hygiene treatment needs based on an analysis of all available assessment data and evidence from current scientific literature.
- Collaborate with the patient, guardian and/or other health care professionals, be able to formulate an individualized comprehensive dental hygiene care plan based on assessment findings and the dental hygiene diagnosis.
- Provide and implement specialized care that includes educational, preventive and therapeutic services designed to minimize risk and optimize oral health as well as assist the patient in achieving and maintaining oral health goals.
- Evaluate the outcomes of dental hygiene care, which occur throughout the process of care, and modify as necessary.
- Initiate and assume responsibility for health promotion and disease prevention activities for diverse populations in a variety of settings.

<table>
<thead>
<tr>
<th>General Education requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/Fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Course Description</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Admission requirements (minimum 39 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6-9</td>
</tr>
<tr>
<td>General biology with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>College chemistry with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Anatomy with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Physiology with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Microbiology with laboratory</td>
<td>3-5</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Introductory sociology</td>
<td>3</td>
</tr>
<tr>
<td>Introductory psychology</td>
<td>3</td>
</tr>
<tr>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Visual or performing arts</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major requirements (68 credits)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 301 Head and Neck Anatomy for Dental Hygienists</td>
<td>3</td>
</tr>
<tr>
<td>ANAT 302 Microscopic Anatomy (Dental Hygiene)</td>
<td>2</td>
</tr>
<tr>
<td>DENH 301 Dental Hygiene Theory I</td>
<td>5</td>
</tr>
<tr>
<td>DENH 302 Dental Hygiene Theory II</td>
<td>2</td>
</tr>
<tr>
<td>DENH 312 Preventive Oral Health Education</td>
<td>3</td>
</tr>
<tr>
<td>DENH 327 Clinical Dental Hygiene I</td>
<td>5</td>
</tr>
<tr>
<td>DENH 342 Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DENH 401 Dental Hygiene Theory III</td>
<td>2</td>
</tr>
<tr>
<td>DENH 402 Dental Hygiene Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>DENH 407 Research Methods and Study Designs</td>
<td>2</td>
</tr>
<tr>
<td>DENH 411 Introduction to Public Health</td>
<td>2</td>
</tr>
<tr>
<td>DENH 412 Community Dental Health</td>
<td>2</td>
</tr>
<tr>
<td>DENH 422 Current Issues, the Law and Ethics</td>
<td>2</td>
</tr>
<tr>
<td>DENH 437 Clinical Dental Hygiene II (capstone)</td>
<td>5</td>
</tr>
<tr>
<td>DENH 447 Clinical Dental Hygiene III (capstone)</td>
<td>6</td>
</tr>
<tr>
<td>GENP 302 Dental Materials</td>
<td>2</td>
</tr>
<tr>
<td>GENP 311 Oral Anatomy and Occlusion</td>
<td>3</td>
</tr>
<tr>
<td>MICR 365 Infection and Immunity (Dental Hygiene)</td>
<td>2</td>
</tr>
<tr>
<td>ORPT 301 Dental Radiology</td>
<td>1</td>
</tr>
<tr>
<td>ORPT 324 Oral Pathology</td>
<td>3</td>
</tr>
<tr>
<td>ORSG 431 Management of the Medically Compromised Dental Patient and Medical Emergencies in the Dental Office</td>
<td>3</td>
</tr>
<tr>
<td>PERI 326 Periodontics I</td>
<td>1</td>
</tr>
<tr>
<td>PERI 329 Periodontics II</td>
<td>2</td>
</tr>
<tr>
<td>PHTX 441 Pharmacology (Dental Hygiene)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total** 128

Click here to download a sample outline. 📄
The primary objective of the Virginia Commonwealth University School of Education is to prepare students for careers in education, government, health-related professions, recreation and research. All programs combine comprehensive studies in the liberal arts and sciences with professional preparation and concentration in specialized fields of study. Practical applications and field experiences are an integral part of each academic program. The School of Education is committed to preparing high-quality professionals for service in urban, suburban and rural areas.

Administration
1015 West Main Street
P.O. Box 842020
Richmond, Virginia 23284-2020
(804) 828-3382
Fax: (804) 828-1323
www.soe.vcu.edu

Christine S. Walther-Thomas
Professor and Dean

Henry T. Clark III
Professor and Senior Associate Dean for Academic Affairs

Diane J. Simon
Associate Professor and Associate Dean for Student Affairs

Accreditation
Education (all degrees)
National Council for Accreditation of Teacher Education (initial licensure and advanced degrees for school personnel), the Virginia Department of Education and the Southern Association of Colleges and Schools.

Athletic training
Fully accredited by the CAATE and scheduled for a continuing accreditation site visit in the 2012-13 academic year

Students who successfully complete the M.S.A.T. program will be eligible to register with the Board of Certification Inc. and take the certifying examination. Virginia requires state licensure by the Virginia Board of Medicine to practice as a certified athletic trainer.

Counselor education
Accredited by the Council on Accreditation of Counseling and Related Educational Programs

This accreditation applies to both the K-12 school counseling track and the college student development and counseling track.

The school holds membership in the American and Virginia Association of Colleges of Teacher Education and in the Holmes Partnership.

Values statement
The VCU School of Education is dedicated to the preparation of professional educators and clinicians, the ideals of academic scholarship, and the worthiness of service. Through our work in these areas, we recognize our responsibilities to students, university colleagues, the community at large, and professional organizations. While all of us share common values, the statements below intentionally allow for a variety of interpretations that may be influenced by our assignments, our experiences, and our philosophical principles within programs and across the School of Education.

The school demonstrates its belief in the value of high quality programs by:

• Attracting high quality students.
• Being responsive to the external standards of accrediting and professional organizations.
• Providing meaningful clinical placements.
• Continually evaluating, assessing and improving programs and services.

The school demonstrates its belief in the value of high quality teaching by:

• Creating an environment that supports student success.
• Demonstrating a variety of effective teaching strategies, including technology integration, universal design for learning and student-centered instruction.

• Fostering curriculum development that ensures familiarity with best practice across all disciplines.

The school demonstrates its belief in the value of diversity by:

• Preparing students to work in culturally and linguistically diverse settings.
• Accommodating students with special learning needs.
• Promoting a diverse student and faculty community.
• Supporting intellectual curiosity.
• Modeling and promoting social justice.

The school demonstrates its belief in the value of high quality scholarship and, in particular, the value of research culture by:

• Conducting relevant, high quality research that is responsive to the metropolitan community and contributes to the disciplines.
• Encouraging collaborative research with colleagues, practitioners and students.
• Supporting the creation, interpretation and dissemination of knowledge.
• Integrating current research into teaching.

The school demonstrates its belief in the value of collaboration and partnerships by:

• Serving as a resource for the development of policy, curriculum, instructional practice and professional standards.
• Providing leadership and professional outreach to organizations, the university and the community at large.
• Maintaining partnerships and shared responsibility for professional preparation.

The school demonstrates its belief in the value of critical reflection by:

• Observing ethical practice and professional honesty.
• Encouraging students to exhibit dispositions consistent with accepted professional practice.
• Fostering a trusting, safe community of scholars.
• Engaging in ongoing professional development.
• Examining professional practices.

Educator as critically reflective practitioner
The guiding theme of educator preparation programs in the School of Education is educator as critically reflective practitioner. Courses and experiences provide opportunities for individuals to consider means of building on appropriate knowledge to make instructional, assessment, counseling and leadership decisions.

Organization
The chief administrative office for the School of Education is the Office of the Dean, Room 2090 Oliver Hall. Two associate deans assist in the administrative functions of the school. The associate dean for academic affairs is responsible for the school’s Office of Assessment and Technology Services, is responsible for all academic programs offered by the school, assists each department in the administration of the various degree programs and handles administrative areas related to admission, matriculation, graduation and special actions and appeals for graduate students. The associate dean for student affairs is responsible for the school’s student services offices and handles the administrative areas related to admissions, matriculation, student appeals and graduation applications for undergraduate students.

The school is organized for the management of instruction and degree programs into six departments: Counselor Education, Educational Leadership, Foundations of Education, Health and Human Performance, Special Education and Disability Policy, and Teaching and Learning. Four of the departments offer undergraduate course work or programs that lead to an undergraduate degree and/or a Master of Teaching (M.T.) degree:

• Foundations of Education
• Health and Human Performance
• Special Education and Disability Policy
• Teaching and Learning
Two departments offer graduate degrees only:

- Counselor Education
- Educational Leadership

Facilities

The School of Education is housed primarily in Oliver Hall, where classroom, laboratory and activity centers, and faculty and administrative offices can be found. Clinical laboratories are located at 3600 W. Broad St.

Support/resource offices

The School of Education has developed various resources to provide support services to students, faculty and the academic programs. These resources are the Office of Student Services, the Office of Continuing Education and the Instructional Technology Center, which houses state-of-the-art computer laboratories.

Student Services Center

Basic information on the degree programs in the School of Education, as well as forms needed by students as they advance through the programs, are available in the Student Services Center, located on the third floor of Oliver Hall. Students enrolling in the B.S. program can arrange an appointment with undergraduate advising on the first floor of Oliver Hall.

The Office of Student Services in Oliver Hall receives and processes various School of Education application forms and supplies information on the Praxis I examination, Praxis II specialty area tests, Graduate Record Examination and the Miller Analogies Test. For information on student performance on the Praxis exams, refer to the School of Education Web site at www.soe.vcu.edu/ssc/faq.htm.

This office coordinates clinical placements for students in practica, student teaching, internships and externships. Student teachers and graduate intern teachers are placed in school divisions and other educational facilities in the greater Richmond metropolitan area. Students in non-teacher education programs are placed in practica and clinical experiences through the coordinator of undergraduate advising. Placements are secured in schools, agencies, clinics and hospitals in the greater Richmond metropolitan area. Every effort is made to place students in clinical experiences relevant to their intended career path.

Applications and information on scholarships available to School of Education students can be obtained at the Student Services Center. Information on financial aid administered by the university is found in the appropriate level of “Expenses and Financial Aid” sections of this bulletin.

Licensure and endorsement information, materials and applications for Virginia education personnel are available in the Student Services Center. Licensure and endorsement are based, in part, on the successful completion of an approved program that complies with national standards.

For more information about this center, visit www.soe.vcu.edu/ssc.

Instructional Technology Center

The Instructional Technology Center, a multimedia facility, is used by faculty and students in the School of Education. The center houses microcomputers with sophisticated graphics capabilities, educational software and many similar resources for the development of instructional materials. It also provides access to the School of Education’s Local Area Network, VCU Libraries, the Internet and the Web.

Computer laboratories

The Instructional Laboratory, housed in the Instructional Technology Center, gives students many opportunities to learn about computer-assisted instruction in the classroom setting. It also lends support to students enrolled in the computer science basic literacy course and other technology courses offered by the school. The laboratory equipment includes Macintosh and IBM-compatible multimedia computers. Laptop computers, laser printers, color laser printers and scanners also are available.

The INFUSIO Distance Learning Technology Laboratory, also housed in the Instructional Technology Center, is a new technology facility designed to provide assistance to faculty, preservice teachers and associates in the School of Education. The lab presently houses a Polycom two-way video conferencing system, interactive Smart and Softboards, and Mimeo digital meeting assistant technology for electronic note taking. There are several high-end multimedia PC stations and a Macintosh with a variety of the latest software programs. Computers are equipped with headphones, microphones and digital cams for use in audio and video recording. The INFUSIO Lab includes a number of assistive technologies designed to enhance the concept of universal learning.

A university computer laboratory open to all students is housed in Oliver Hall. The laboratory is equipped with 24 IBM- and Mac-compatible computers that permit students to access the Internet and MS Office software.

Office of Doctoral Studies

The Office of Doctoral Studies is responsible for the administration of the Ph.D. in Education and Ph.D. in Rehabilitation and Movement Sciences. Refer to the Ph.D. in Education and Ph.D. in Rehabilitation and Movement Sciences sections of the bulletin for further information on the programs.

School of Education Associates

The School of Education Associates is the contact for conducting School of Education off-campus related degree cohort programs, courses for credit and other professional development in-service workshops. Many off-campus partnerships and grant-funded projects also are coordinated and managed. The major emphasis is serving the community of K-through-12 administrators, teachers and staff in Central Virginia. Additionally, distance learning using various forms of technologies is being developed and offered by this office.

Centers and institutes

Programs, resources and scholarly and service endeavors of the school are extended by a number of academies, centers, institutes and programs directed by the faculty. These include:

- Behavioral Intervention Program
- Career Connections Techlink
- Center for School-Community Collaboration
- Center for School Improvement
- Center for Sport Leadership
- Central Virginia Leadership Academy
- Metropolitan Educational Research Consortium
- Metropolitan Educational Training Alliance
- Partnership for Persons with Disabilities
- Professional Opportunities for Developing Excellent Teachers: English Second Language
- Rehabilitation Research and Training Center
- Training and Technical Assistance Center
- Virginia Adult Learning Resource Center

Licensure and reciprocity

Upon completion of degree requirements in any of VCU’s teacher preparation programs and with the recommendation of the School of Education, students are eligible to receive initial teacher licensure from the Virginia Department of Education. For additional information on licensure, licensure renewal or an add-on endorsement, contact the School of Education’s Student Services Center.

In Virginia, initial licensure requires successful completion of state-mandated tests. Passing scores on these tests are required to progress through different portions of the licensure programs from admission to teacher preparation, admission to student teaching and recommendation for licensure. For a list of testing requirements, please refer to the School of Education website at www.soe.vcu.edu/ssc.

Students should request that their Praxis I and Praxis II specialty area test scores be reported to VCU and the Virginia Department of Education.

Before a recommendation for licensure can be sent to the Teacher Licensure Division of the Virginia Department of Education, these test scores must be on file with the School of Education’s Student Services Center.

Licensure for education personnel

Licensure and endorsement are based in part on the successful completion of an approved program developed in response to nationally recognized standards. All licensure and endorsement programs offered by the School of Education are
Graduate programs leading to initial teacher licensure

Individuals often decide to pursue a teaching career after they have completed a baccalaureate degree. VCU serves qualified individuals through approved programs leading to a Master of Teaching, Master of Education (special education) or a Post-baccalaureate Certificate in Teaching. Upon completion of a degree program, graduates are eligible for both Virginia licensure and/or endorsement in the specific degree area.

Students seeking initial licensure in Virginia must have earned a liberal arts degree (or its equivalent) and pursue professional studies focusing on a specific area of preparation or licensure. Those without a liberal arts degree who enter a program should expect to take some additional course work prior to the awarding of a degree.

Those planning to teach at the secondary level must possess a major or its equivalent in the discipline in which they wish to teach and for which VCU offers the approved program teaching specialty.

Individuals who wish to obtain licensure in art education, music education or theater education should consult the School of the Arts section of this bulletin.

The Master of Teaching program integrates undergraduate course work for a bachelor’s degree in a liberal arts or science major with course work and graduate study leading to a Master of Teaching in a program area.

Approved programs and certification reciprocity

All of VCU’s initial teacher preparation programs are approved by the Virginia Department of Education and accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. VCU’s School of Education also holds membership in the American and Virginia Associations of Colleges for Teacher Education and the Holmes Partnership.

Based on the National Association of State Directors of Teacher Education and Certification agreement, VCU graduates will be eligible for teacher licensure reciprocity with other states. Students interested in licensure reciprocity should contact the School of Education’s Office of Student Services.

Programs

Bachelor of Science in Health, Physical Education and Exercise Science
- Community health education
- Exercise science
  - Pre-medicine
  - Pre-occupational therapy
  - Pre-physical therapy
- General health and physical education (teacher preparation)

Minor in foundations of special education

Master of Teaching (extended programs)
- Early and elementary education
- Health and physical education
- Secondary education 6-12
  - English
  - History
  - History and social studies
  - Mathematics
  - Sciences
    - Biology
    - Chemistry
    - Earth science
    - Physics

Master of Education
- Adult learning

Counselor education
- School counseling PK-12
- College student development and counseling

Curriculum and instruction

Educational leadership
- Administration and supervision
- Leadership studies

Reading

Special education
- Early childhood
- General education
- Severe disabilities
- Sport leadership

Master of Science
- Health and movement sciences

Ph.D. in Education
- Curriculum and instruction
- Educational leadership
- Educational psychology
- Research and evaluation
- Special education and disability leadership
- Urban services leadership

Ph.D. in Rehabilitation and Movement Science
- Exercise physiology track
- Neuromusculoskeletal dynamics track

Post-baccalaureate graduate certificates
- Autism spectrum disorders
- College student development and counseling
- Instructional technology
- Teaching
  - Secondary education
  - English
  - History/social studies
  - Mathematics
  - Sciences
    - Biology
    - Chemistry
    - Earth science
    - Physics

Post-master’s certificates
- Educational leadership
- Reading specialist

Extended Teacher Preparation Program

The School of Education, in cooperation with the College of Humanities and Sciences, offers extended teacher preparation programs in early childhood and elementary education (prekindergarten through grade six), health and physical education (grades six through 12) and secondary education (kindergarten through grade 12). The successful completion of these programs results in the simultaneous awarding of both a bachelor’s and a master’s degree.

General degree requirements
- Undergraduate major
- Change of major and transfer students
- Transcript evaluation
- Faculty advisement
- Professional development schools
- Educator as reflective practitioner
- Demographics consideration in teaching
- Honors study
- Standards of learning
- Technology standards
- Extended program in early and elementary or secondary education
- Extended program in health and physical education

General degree requirements

The successful completion of these programs results in the simultaneous awarding of both a bachelor’s and a master’s degree. Prospective Master of Teaching students earn their bachelor’s degree in a specific field in which they plan to teach.
A student generally begins work on the professional studies component in the third or fourth year of academic study.

A student enrolled in any one of the three extended teacher preparation programs must complete a minimum of 153/154 credits. The student must maintain a cumulative GPA of 2.8 for admission to the teacher preparation program. Completion of at least 90 credits with a minimum GPA of 3.0 in the last 60 semester hours of study is required for that student to be admitted to the graduate studies portion of the extended program.

A Post-baccalaureate Graduate Certificate in Teaching is open primarily to those who have already earned a master’s degree. The candidate must complete at least 30 additional hours beyond the bachelor’s level. Admission to this program requires a minimum GPA of 3.0 in the last 60 semester hours of study.

Clinical experiences

All initial licensure programs require clinical experiences throughout the program. During the initial stages of a program, these experiences occur as practica in varied placements in K-12 education relevant to the student’s program. Each program also requires a capstone clinical experience in the form of student teaching. For student teaching, those pursuing early and elementary education are placed in two settings, one in early elementary grades (K-2) and one in upper elementary grades (3-5). Those pursuing secondary education receive a single placement in their discipline in a middle school or high school setting.

With the guidance of a mentor, the intern assumes more independence in the field setting. Satisfactory completion of the internship and the preceding training is charted through evaluations made by the university supervisor, colleague-teacher and school administrator.

Undergraduate major

Freshman students who plan to become early and elementary education teachers are required to enroll in the Bachelor of Interdisciplinary Studies liberal studies for early and elementary education major. Transfer students should meet with a B.I.S. adviser prior to course registration. The B.I.S. degree requirements are outlined in the College of Humanities and Sciences section of this bulletin.

Prospective secondary teachers should major in the discipline they wish to teach. The disciplines in which VCU offers licensure programs are as follows: English, history/social studies, mathematics and science (various specialities). Students should consult with their education adviser to ensure that courses taken to meet major requirements also meet state licensure requirements.

Change of major and transfer students

Students wishing to enter the Extended Teacher Preparation Program in early and elementary education or secondary education must transfer initially to the College of Humanities and Sciences. They must declare a major in the college and a specialization in the appropriate professional studies sequence in the School of Education. Students who wish to enter the extended program in health and physical education must choose the general health and physical education concentration in the health, physical education and exercise science major within the School of Education.

For admission to teacher preparation, a minimum GPA of 2.8 is required. A minimum GPA of 3.0 in the last 60 semester hours of study is required for admission to the graduate phase of the Extended Teacher Preparation Program.

Transcript evaluation

The College of Humanities and Sciences evaluates transcripts of students pursuing the extended program in early and elementary education or secondary education; transcripts of students pursuing the extended program in health and physical education are evaluated by the School of Education. Credits are accepted if they conform to specific program guidelines; course equivalents from accredited colleges and universities are accepted if the grade earned is C or better. From the extended program, 60 semester hours of acceptable undergraduate course work are required to be admitted to a teacher preparation program. See specific criteria in the "Admission to the Extended Teacher Preparation Programs" section of this bulletin.

Credits that are accepted from two-year institutions may meet liberal arts and sciences requirements, but will not meet professional requirements for upper-division course work. The VCU Transfer Guide for Virginia Community Colleges lists, in full, credits accepted by VCU that have been earned in the state’s community colleges.

After the initial student transcript evaluation, the assigned adviser reviews the accepted transfer credits with the student, determining what additional course work at VCU will be necessary. An adviser is not required to use all the accepted transfer credits in a student’s program of study. Only those credits approved for transfer can be applied toward the chosen degree.

Faculty advisement

An academic advisor is assigned to a student by the department of that student’s chosen major in the College of Humanities and Sciences. A professional studies adviser is similarly assigned by the Department of Teaching and Learning or the Department of Health and Human Performance according to the student’s proposed teaching endorsement. This adviser-student relationship continues throughout the course of study at VCU. Student and adviser jointly develop the student’s individual program. During the planning process, the student identifies, clarifies and explores his or her personal and professional goals.

Educator as reflective practitioner

The guiding theme of the teacher preparation program is “educator as reflective practitioner.” The underlying foundation of instruction in the teacher preparation program is to challenge the prospective teacher to develop skills in critical reflection and to value thoughtful decision making. Candidates demonstrate critical reflection by: being open to and respectful of all stakeholders; taking other perspectives into account; utilizing critical thinking in framing and solving educational problems; making informed, ethical and professional decisions; and taking ethical and professional action.

Demographics consideration in teaching

The demographics of elementary, middle and high school students are changing. There is an increase in the number of students for whom English is not the first language, of minority students, of students who do not all learn or respond in similar ways and of students who may be identified as possessing a disability.

Future teachers are encouraged to take advantage of opportunities through formal courses and other experiences to gain greater insight and ability in addressing learners from differing cultural backgrounds and considering the needs of learners with different learning styles, participation styles, and special abilities or disabilities.

Honors study

Students who qualify can participate in The Honors College and are eligible to take course sections and special seminars designated “honors.”

Honors sections of the Foundations of Education and Human Development and Learning courses are offered to qualified students, providing them with opportunities for critical investigation in areas of special professional interest.

Standards of learning

Much of the prekindergarten through grade 12 curriculum is based on the commonwealth of Virginia’s current Standards of Learning. Students preparing to be teachers are advised to examine the SOLs for the grade levels and content areas they plan to teach. The School of Education website has a link to the SOLs.

In some instances the content and concepts associated with one or more SOLs may be incorporated in a course in the College of Humanities and Sciences or in the School of Education, but as the SOLs are for a kindergarten through grade 12 curriculum and not a college curriculum, one may need to study several of these on her or his own.

Technology standards

The use of computers, graphing calculators, science probeware and other technologies is integral to successful teaching in today’s schools. Individuals preparing to teach must be competent on each of the eight standards in Virginia’s Technology Standards for Instructional Personnel. These standards may be reached through the School of Education website.

Students are advised to consult with the professional studies adviser regarding the program’s requirements for demonstrating competence. Several of the standards may be documented as met by passing the Computer Literacy Examination offered online through KnowledgeNet. Please see the General education requirements for undergraduate study in the “College of Humanities and Sciences” section of this bulletin.
Extended program in early and elementary or secondary education

In the extended program, a student generally begins work on the professional studies component in the third year of study. Information on specific requirements for all academic majors is available in the Department of Teaching and Learning, in the College of Humanities and Sciences’ associate dean’s office or through the department of the chosen major. Students may visit www.soe.vcu.edu/departments/tl for information about programs in the Department of Teaching and Learning. A student in the extended program must maintain a minimum cumulative GPA of 2.8 for admission to teacher preparation and clinical experience and, prior to the fifth year, a minimum GPA of 3.0 for admission to the graduate study portion of the program.

Extended program in teaching health and physical education

Students who plan to become health and physical education teachers should enroll in the Bachelor of Science in Health, Physical Education and Exercise Science major with a concentration in general health and physical education. Transfer students should consult with a program adviser prior to course registration. The requirements for the B.S. are outlined in the program section of this Bulletin.

In the extended program students pursue an integrated curriculum leading to simultaneous awarding of a B.S. and Master of Teaching. Students begin professional studies early in the program. A student in the extended program must maintain a GPA of at least 2.8 for admission to teacher preparation (generally in the third year) and a minimum GPA of 3.0 to be admitted to the graduate portion of the program. Admission to graduate study typically occurs during the fourth year of study.

Admission information

Any undergraduate admitted to VCU who declares a major in the College of Humanities and Sciences is eligible to declare a specialization in special education or secondary education. Students specializing in early and elementary education must declare liberal studies for early and elementary education as their major in the Bachelor of Interdisciplinary Studies program. Undergraduates admitted to VCU who wish to become teachers of health and physical education must choose the general health and physical education concentration (teacher preparation) in the B.S. in Health, Physical Education and Exercise Science program in the School of Education.

Transfer students and students currently attending VCU who wish to change their majors to this program must have a minimum GPA of 2.0; however, note the much higher GPA requirement for admission to teacher preparation and then to graduate study. All students in the program, upon completion of 60 hours of undergraduate course work and prior to completion of 90 hours, must apply for admission to teacher education. To be accepted, a student must maintain a minimum GPA of 2.8 and must have achieved the required Commonwealth of Virginia scores on Praxis I tests and must have achieved the established composite score for the three tests.

Students who pursue one of the extended teacher preparation programs follow a series of steps as noted in order to meet all requirements, including the 153/154 credits.

Step 1: Admission to the university

Requirements

a.) Scores from Scholastic Aptitude Test (SAT) or American College Test (ACT)
b.) Minimum 2.0 GPA from high school or previous college

Procedures

a.) Declare an undergraduate major in the College of Humanities and Sciences (for early and elementary or secondary education) or a major in health, physical education and exercise science with a general health and physical education concentration in the School of Education (for health and physical education)
b.) Declare an education specialization in early and elementary education, secondary education or health and physical education.

Step 2: Admission to teacher preparation

Complete before enrolling in the first practicum (upon completion of 60 credits of liberal arts and prior to completion of 90 credits).

Requirements

a.) 2.8 GPA or better
b.) Completion of six hours of English, three hours of mathematics, four hours of laboratory science and six hours of social science and/or history.
c.) Meet Virginia scores required for the mathematics portion of Praxis I and achieve a passing score on the Virginia Communication and Literacy Assessment
d.) Confirmation of education specialization (Undecided majors must decide.)
e.) Enroll in or have completed TEDU 101, EDUS 300, EDUS 301 or equivalent course

Procedures

a.) Complete Admission to Teacher Preparation Application Form (obtain in Office of Student Services) and submit a current transcript
b.) Complete TEDU 101, EDUS 300, EDUS 301 or equivalent course; submit required Praxis scores
c.) Register in dean’s office for interview upon returning Admission for Teacher Preparation Application Form; complete required interview with education
program faculty
Note: Students must be admitted to Teacher Preparation Program to be eligible for practicum placement and accompanying courses. Applications for practicum are available at the Office of Student Services. (In secondary education, such applications may be distributed at the initial class meeting.)
d.) Register for, take and submit required Praxis I scores

Step 3: Application to graduate studies

Requirements

a.) 3.0 GPA or better
b.) Acceptable scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT). Generally students are expected to score at least an 800 composite (Verbal and Quantitative) on the GRE or 386 on the MAT.
c.) Personal statement addressing reasons for seeking graduate education, including career goals; experience working with age group to be taught; reasons for entering teaching; and success in organizing, planning and implementing work with other individuals
d.) Three references: it is suggested that these be instructors or advisers in the College of Humanities and Sciences and the School of Education; use Graduate Studies Reference Forms

Procedures

a.) Obtain Graduate School Admissions packet from the Office of Student Services in Room 3106, Oliver Hall
b.) Return completed application packet, along with up-to-date transcripts, to the VCU Graduate School
Note: Students must be admitted to the Graduate School to be eligible to enroll in graduate-level courses. No more than six graduate credits taken prior to admission to graduate study may be accepted toward the degree.

Application deadlines for early and elementary or secondary education

- Nov. 1 for spring semester
- March 15 for summer and fall sessions

Step 4: Internship

All programs require a graduate-level internship (TEDU 672 and TEDU 674) during the fifth year. Applications for internship can be obtained in the Office of Student Services in Room 3106, Oliver Hall. Individuals in early and elementary education are placed in a kindergarten and a grade one through six classroom in the same semester. Individuals in secondary education typically have a single placement, although perhaps with two different teachers. Individuals in health and physical education typically have two placements: one and the elementary level and another at the secondary level.

Requirements

a.) 3.0 GPA or better on graduate courses
b.) Admission to teacher preparation and to graduate study
c.) Completed application and transcripts submitted by established deadlines
d.) Passing scores on applicable Praxis II specialty tests accompanying application

Procedures

a.) Obtain application form from the Office of Student Services.
b.) Submit copies of transcripts and required statement to a professional studies adviser for review.
c.) Obtain approval signature of professional studies adviser.
d.) Submit completed application to Office of Student Services by Sept. 15 for the following spring semester; by March 1 for the following fall semester.

Step 5: Admission to the profession
(during the final semester of enrollment)

Requirements
a.) Completion of all degree requirements
b.) Completion of application for initial teacher licensure (obtain from Office of Student Services)

Procedures
a.) Complete applications for undergraduate degree in humanities and sciences or health, physical education and exercise science with academic major adviser, and graduate degree in teaching with professional studies adviser.
b.) Submit application for initial teacher licensure with signature of university supervisor or professional studies adviser to the Office of Student Services.

Added or add-on endorsements

Added or add-on endorsements Teaching English as a Second Language
The School of Education offers the Virginia Department of Education ESL preK-12 endorsement for pre-service and in-service teachers. The ESL endorsement program at VCU requires 18 credit hours of ESL course work and 6 credit hours of a modern foreign language. Candidates must complete the following courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL/LING/ANTH 390 Introduction to Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL/LING/TEDU 552 Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 561 Reading Foundations</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 562 Teaching Reading in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>TEDU/FRLG 575 Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 681 Investigations and Trends in Teaching (ESL curriculum and assessment)</td>
<td>3</td>
</tr>
<tr>
<td>Foreign language courses (modern languages only)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total 24

Add-on endorsements in grades 6 through 12, science
Add-on endorsements in science are available in biology, chemistry, earth science and physics. Each add-on requires a first endorsement in one science and at least 18 semester hours in the add-on science that includes preparation in specified areas. The earth science add-on endorsement is listed below. For information about the added endorsements in biology, chemistry or physics, contact the Department of Teaching and Learning.

Earth science
To add an earth science endorsement to an endorsement in another science discipline, the individual must earn at least 18 semester hours in the earth sciences, including preparation in geology, oceanography, meteorology and astronomy. Courses to meet these requirements include:

- GEOG/ENVS and GEOZ/ENVZ 105 Physical Geology and Laboratory
- GEOG/ENVS and GEOZ/ENVZ 335 Environmental Geology and Laboratory
- GEOG/ENVS 411 Oceanography
- GEOG/ENVS 401 Meteorology and Climatology
- PHYS 103 Astronomy

Elective courses to complete at least 18 hours include: GEOG 203 and 204 Physical Geography and PHYS 391 Fieldwork and Special Topics.

School of Education courses
Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcu_courses. You may search by unit, subject or keyword, as well as by degree level.

The School of Education offers courses in the following areas:
- Use this link to see administration and supervision (ADMS) courses.
- Use this link to see adult education (ADLT) courses.
- Use this link to see athletic training (ATTR) courses.
- Use this link to see counseling education (CLED) courses.
- Use this link to see early childhood special education (ECSE) courses.
- Use this link to see educational leadership (EDLP) courses.
- Use this link to see educational studies (EDUS) courses.
- Use this link to see emotional disturbance (EMOD) courses.
- Use this link to see educational services (EDUS) courses.
- Use this link to see environmental education (ENED) courses.
- Use this link to see health and movement sciences (HEMS) courses.
- Follow these links to health, physical education and exercise science (HPEX) courses or the (HPEZ) laboratories.
- Use this link to see interdisciplinary developmental disability studies (IDDS) courses.
- Use this link to see mental retardation (MNRT) courses.
- Use this link to see reading (READ) courses.
- Use this link to see reading and study skills (RDSS) courses.
- Use this link to see rehabilitation and movement science (REMS) courses.
- Follow these links to recreation, parks and sport management (RPSM) courses or the (RPSZ) laboratories.
- Use this link to see special education and disability policy (SED) courses.
- Use this link to see special education – learning disabilities (SELD) courses.
- Use this link to see sport leadership (SPTL) courses.
- Use this link to see teacher education (TEDU) courses.

Undergraduate information

Four-year programs

General degree requirements
A student enrolled in the Bachelor of Science in Health, Physical Education and Exercise Science must maintain a minimum cumulative GPA of 2.5 to be eligible to participate in clinical experiences, and must complete a minimum of 123 credits in the general health and physical education concentration and 120 credits in the exercise science concentration.

The School of the Arts offers a Bachelor of Fine Arts in Theatre with an education concentration and a Bachelor of Music with a music education concentration. General information for those programs can be found in the "School of the Arts" section of this bulletin as well as on individual program pages.

Faculty advisement
A degree-seeking student enrolled in one of the Bachelor of Science programs of study is assigned a general faculty adviser until the completion of 45 credit hours and attainment of the minimum cumulative GPA. Upon the achievement of these criteria, students are assigned a faculty adviser with specific expertise in the selected concentration: exercise science, community health education or general health and physical education.

Although advisers will provide timely and accurate assistance, the student is ultimately responsible for satisfying degree requirements in a given academic
program. Students in the School of Education are expected to obtain a student account through eServices@VCU so that they may access students and faculty through e-mail. This means of communication can enhance advising when student and faculty schedules are at variance.

Change of major and transfer students
A student with a minimum GPA of 2.0 can transfer to a four-year program in the School of Education from another school in the university. Change of Major/Minor forms are available from the Office of Records and Registration. Students must meet with the director of undergraduate advising for the Bachelor of Science degree program before change of majors will be accepted. A transfer student with a minimum GPA of 2.0 also is eligible to become a degree-seeking student in a four-year program in the School of Education. Both change of major and transfer students pursuing a degree in teacher education in health and physical education must meet criteria for admission to teacher preparation. It must be noted that a minimum GPA of 2.8 is required for admission to clinical experiences.

Transcript evaluation
For the four-year program leading to a Bachelor of Science degree, the department chair and/or director of undergraduate advising evaluate prospective students' transcripts for change of major and transfer.

The School of the Arts evaluates its prospective students' portfolios and transcripts.

For each four-year program in teacher education, a student must present at least 30 semester hours of acceptable course work to be admitted to the Teacher Preparation Program.

The Department of Health and Human Performance offers programs that prepare students to pursue careers in athletic training/sports medicine, community health and/or careers that employ exercise interventions for both healthy and diseased populations. The department offers one undergraduate degree program: Bachelor of Science in Health, Physical Education and Exercise Science. There are three concentrations within the B.S. in Health, Physical Education and Exercise Science: community health education, exercise science and general health and physical education. The latter concentration is intended for students in the five-year Extended Teacher Preparation Program who are preparing to be health and physical education teachers.

Along with the undergraduate program, the department also offers a Master of Science in Athletic Training, a Master of Science in Health and Movement Sciences, the teaching health and physical education concentration of the Master of Teaching and Doctor of Philosophy in Rehabilitation and Movement Science. The M.S. in Health and Movement Sciences program provides advanced course work for students interested in the application of health and movement science principles to exercise science, teaching and sports medicine. This program has a central focus on the sciences and is flexible enough so that students, with the assistance of an adviser, can design a program that truly meets their professional goals. The program also offers an excellent progression of study for students that teach in the health and physical education field. The department also offers an entry level athletic training option as part of the M.S. in Health and Movement Science program.

The Master of Teaching with a concentration in teaching health and physical education is the graduate component of the five-year Extended Teacher Preparation Program which prepares students to teach health and physical education in grades K-12. Students begin study as undergraduates in the general health and physical education concentration of the B.S. in Health, Physical Education and Exercise Science program. Students apply for admission to teacher preparation and to the Graduate School during the course of undergraduate study. Upon completion of the program, students receive both the B.S. and M.T. degrees simultaneously.

The Department of Health and Human Performance offers programs that prepare students to pursue careers in athletic training/sports medicine, community health and/or careers that employ exercise interventions for both healthy and diseased populations. The department offers one undergraduate degree program: Bachelor of Science in Health, Physical Education and Exercise Science, and two concentrations within the program: exercise science and general health and physical education. The latter concentration is intended for students in the five-year Extended Teacher Preparation Program who are preparing to be health and physical education teachers.

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The Doctor of Philosophy in Rehabilitation and Movement Science program is interdisciplinary in nature and includes faculty from the departments of Exercise Science, Physical Therapy, and Physical Medicine and Rehabilitation. Students choose either a cardiopulmonary track or one in neuromusculoskeletal dynamics.

For more information, consult the departments Web site at www.soe.vcu.edu/departments/hhp.

Edmund O. Acevedo
Associate Professor and Department Chair

Admission to this concentration is suspended.

The community health education curriculum prepares students for health-related careers in private, public, medical and corporate sectors. Students in this program concentration are prepared to assist in the development of healthy communities through the implementation of dynamic and ongoing health education/health promotion programs across the life span. Career opportunities include community health educator, public health specialist, health promotion specialist and health-related research.

The Department of Health and Human Performance offers programs that prepare students to pursue careers in athletic training/sports medicine, community health and/or careers that employ exercise interventions for both healthy and diseased populations. The department offers one undergraduate degree program: Bachelor of Science in Health, Physical Education and Exercise Science. There are two concentrations within the program: exercise science and general health and physical education.

The exercise science concentration prepares students to serve as leaders of fitness, health and conditioning programs in all sectors. Career paths include exercise physiologist, corporate fitness director, cardiopulmonary rehabilitation specialist, strength and conditioning specialist and wellness director. Additionally, the exercise science concentration prepares students for graduate study in exercise science or athletic training and offers an excellent option for those students who want to obtain the pre-requisites for post-graduate study in physical therapy, occupational therapy and medicine.

Degree requirements for Health, Physical Education and Exercise Science, Bachelor of Science (B.S.) with a concentration in exercise science

Learning outcomes
• Graduates will be prepared to serve as leaders of fitness, health and conditioning programs in all sectors.
• Graduates will be able to demonstrate knowledge of core content as evidenced on a basic exercise science competencies checklist.
• Graduates will be able to demonstrate the ability to apply rehabilitative principles and skills in exercise preparation.
Graduates will be able to demonstrate a conceptual understanding of health related behaviors in the treatment of hypokinetic diseases.

Graduates will be able to demonstrate the ability to administer wellness programs, assess and prescribe appropriate exercise regimes, and recommend healthful dietary strategies.

General Education requirements (32-46 credits)  Credits
University Core Education Curriculum (minimum 21 credits)
UNIV 111 Focused Inquiry I 3
UNIV 112 Focused Inquiry II 3
UNIV 200 Writing and Rhetoric 3
Approved humanities/fine arts 3-4
Approved natural/physical sciences 3-4
Approved quantitative literacy 3-4
Approved social/behavioral sciences 3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society 1
Approved H&S diverse and global communities 3
Approved H&S general education electives 6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences) 3
Approved H&S literature and civilization (fulfills University Core humanities/fine arts) 3
Approved H&S science and technology (fulfills University Core natural/physical sciences) 3
Experiential fine arts (course offered by the School of the Arts) 1-3
Foreign language through the 102 level (by course or placement) 0-8

Collateral requirements (22-23 credits)
BIOL 101 and BIOZ 101 Biological Concepts and Laboratory (fulfills approved science and technology and University Core natural/physical sciences) 4
BIOL 205 Basic Human Anatomy 4
CHEM 101 and CHEZ 101 General Chemistry and General Chemistry Laboratory or CHEM 110 Chemistry and Society 3-4
MATH 131 Introduction to Contemporary Mathematics or MATH 141 Algebra with Applications or MATH 151 Precalculus Mathematics or MATH 200 Calculus with Analytic Geometry (fulfills University Core quantitative literacy) 3
PHIS 206 and PHIZ 206 Human Physiology and Laboratory 4
PHYS 101 and PHYZ 101 Foundations of Physics and Foundations of Physics Laboratory or PHYS 107 Wonders of Technology or PHYS 201 General Physics 4
PSYC 101 Introduction to Psychology (fulfills approved human, social and political behavior) 3
PSYC 304 Life Span Developmental Psychology 3
STAT 210 Basic Principles of Statistics 3

Exercise science core (43 credits)
HEMS 540 Cardiovascular Pathophysiology and Pharmacology 3
HEPX 200 Strength, Endurance and Flexibility Training 3
HEPX 300 Health Care Delivery in the U.S. 3
HEPX 350 Nutrition 3
HEPX 357 Personal Health and Behavior Change 3
HEPX 374 Biomechanics 3
HEPX 375 and HPEZ 375 Physiology of Exercise and Physiology of Exercise Laboratory 4
HEPX 395 Clinical Experience I 3
HEPX 440 Chronic Disease and Exercise Management 3
HEPX 441 Assessment and Exercise Intervention in Health and Disease 3
HEPX 445 Principles of Health Care Management 3
HEPX 470 Exercise Programming and Leadership 3
HEPX 495 Clinical Experience III (fulfills senior capstone) 6

Adviser-approved selectives (10-23 credits)
Choose courses from list below 10-23

Total minimum requirement 120
Selectives
BIOL 151 and BIOZ 151 Introduction to Biological Science and Laboratory I
BIOL 152 and BIOZ 152 Introduction to Biological Science and Laboratory II
BIOL 218 Cell Biology
CHEM 102 and CHEZ 102 General Chemistry and Laboratory I
CHEM 301 and CHEZ 301 Organic Chemistry and Laboratory I
CHEM 302 and CHEZ 302 Organic Chemistry and Laboratory II
CHEM 403 Biochemistry I
HEPX 250 Medical Terminology
HEPX 271 Safety, First Aid and CPR
HEPX 332 Motor Learning and Performance
HEPX 334 and HPEZ 334 Measurement and Analysis in Teaching and Exercise Science and Laboratory
HEPX 353 Disease Trends, Prevention and Control
HEPX 354 Coping and Adaptation
HEPX 371 Psychology of Physical Activity
HEPX 373 and HPEZ 373 Structural Kinesiology and Laboratory
HEPX 431 Adapted Physical Activity
HEPX 496 Clinical Experience IV
PHIL 213 Ethics in Health Care
PHYS 202 General Physics
PSYC 308 Stress and its Management
PSYC 309 Personality
PSYC 401 Physiological Psychology
PSYC 407 Psychology of the Abnormal
PSYC 412 Health Psychology
SOCY 445 Medical Sociology
UNIV 101 Introduction to the University
Other adviser-approved courses

Click here to download a sample outline.

Health, Physical Education and Exercise Science, Bachelor of Science (B.S.) with a concentration in general health and physical education

Special requirements
The Bachelor of Science degree is open only to students who will enroll in the Extended Teacher Preparation Program and is not intended to be a stand-alone baccalaureate degree.

The Department of Health and Human Performance offers programs that prepare students to pursue careers in athletic training/sports medicine, community health and/or careers that employ exercise interventions for both healthy and diseased populations. The department offers one undergraduate degree program: Bachelor of Science in Health, Physical Education and Exercise Science. There are two concentrations within the program: exercise science and general health and physical education.

The general health and physical education concentration requires 120 credits within a pre-professional program. It is the required concentration for students who intend to become health and physical education teachers. This program is the undergraduate component of the Extended Teacher Preparation Program in the School of Education. Completion of the extended program takes an additional year and results in the simultaneous awarding of a Bachelor of Science in Health, Physical Education and Exercise Science with a concentration in general health and physical education and a Master of Teaching degree with a concentration in teaching health and physical education.
Degree requirements for Health, Physical Education and Exercise Science, Bachelor of Science (B.S.) with a concentration in general health and physical education

Learning outcomes
• Graduates will know and apply knowledge of core concepts and principles as evidenced by successful completion of the PRAXIS II test.
• Graduates will be able to demonstrate competent movement performance and health fitness as spelled out in the NASPE standards.
• Graduates will be able to plan and implement developmentally appropriate health and physical education experiences that are aligned with local, state and national standards to address the needs of all students.
• Graduates will be able to demonstrate effective communication and teaching skills to enhance student engagement and learning.
• Graduates will be able to utilize assessments and reflect on the impact they have on student learning.
• Graduates will demonstrate the behaviors and attitudes that are consistent with being an effective professional in the field.

General Education requirements (32–46 credits)  Credits
University Core Education Curriculum (minimum 21 credits)  
UNIV 111 Focused Inquiry I  3
UNIV 112 Focused Inquiry II  3
UNIV 200 Writing and Rhetoric  3
Approved humanities/fine arts  3
Approved natural/physical sciences  3-4
Approved quantitative literacy  3-4
Approved social/behavioral sciences  3-4

Additional College of Humanities and Sciences requirements (11-23 credits)
HUMS 202 Choices in a Consumer Society  1
Approved H&S diverse and global communities  3
Approved H&S general education electives  6-8
Approved H&S human, social and political behavior (fulfills University Core social/behavioral sciences)  
Approved H&S literature and civilization (fulfills University Core humanities/fine arts)  
Approved H&S science and technology (fulfills University Core natural/physical sciences)  
Experiential fine arts (course offered by the School of the Arts)  1-3
Foreign language through the 102 level (by course or placement)  0-8

Collateral requirements (17 credits)
BIOI 101 and BIOZ 101 Biological Concepts and Laboratory (fulfills approved science and technology and University Core natural/physical sciences)  
BIOI 205 Basic Human Anatomy  4
EDUS 300 Foundations of Education  3
EDUS 301 Human Development and Learning  3
MATH 131 Introduction to Contemporary Mathematics or MATH 141 Algebra with Applications or MATH 151 Precalculus Mathematics or MATH 200 Calculus with Analytic Geometry (fulfills University Core quantitative literacy)  
PHIS 206 and PHIZ 206 Human Physiology and Laboratory  4
SLWK 230 Communication in the Helping Progress or SPCH 121  3
Effective Speech or SPCH 321 Speech for Business and the Professions  

Activity requirements (15 credits)
HPEX 200 Strength, Endurance and Flexibility Training  3
HPEX 201 Individual Sports and Lifelong Leisure Activities  3
HPEX 202 Team Sports and Activities  3
HPEX 203 Wilderness Education I  1
HPEX 211 Tumbling and Elementary Rhythms  1
HPEX 214 Teaching Social Rhythms  1
HPEX 337 Technology in Teaching Health and Physical Education  3

General health and physical education core (44-45 credits)
HPEX 230 History and Philosophy of Health and Physical Education  3
HPEX 330 Elementary Health and Physical Education  3
HPEX 332 Motor Learning and Performance  3
HPEX 333 Psychosocial Aspects of Sport and Physical Activity  3
HPEX 334 and HPEZ 334 Measurement and Analysis in Teaching and Exercise Science and Measurement and Analysis in Teaching and Exercise Science Laboratory  
HPEX 350 Nutrition or BIOL 217 Principles of Nutrition  3
HPEX 352 Substance Abuse  3
HPEX 353 Disease Trends, Prevention and Control  3
HPEX 354 Coping and Adaptation or SOCS 340 Human Sexuality  3
HPEX 355 School and Community Health Resources  3
HPEX 373 and HPEZ 373 Structural Kinesiology and Structural Kinesiology Laboratory or HPEX 374 Biomechanics  
HPEX 375 and HPEX 375 Physiological Exercise and Physiology of Exercise Laboratory  
HPEX 431 Adapted Physical Activity  3
TEDU 588 Classroom Management  3

Field Experiences (6 credits)
HPEX 291 Special Topic in Health, Physical Education and Exercise Science (when the topic is professional conference) (taken as three 1-credit courses)  3
HPEX 393 Field Experience I (fulfills capstone experience)  3
Electives (0-6 credits)  0-6
Total minimum requirement  120

Click here to download a sample outline.

Department of Special Education and Disability Policy

The mission of the Department of Special Education and Disability Policy is to prepare skilled, effective professionals who can meet the educational needs of children and youth with disabilities and their families through graduate degree programs, discover new instructional and service delivery strategies through an ongoing program of research, and share information on these strategies to a wide audience through collaborative relationships with children and youth with disabilities, their families, educators, local, state and federal government agencies, and other professionals throughout the commonwealth and across the nation. The department offers extended teacher preparation programs that allow students to prepare for professional roles as teachers of students with emotional disturbance, learning disabilities, or mental retardation. These five-year programs culminate in the simultaneous awarding of both a bachelor’s degree from the College of Humanities and Sciences and a Master of Teaching degree from the School of Education.

At the graduate level, the department offers five Master of Education programs. Successful completion of one of the degree programs leads to endorsement in early childhood special education, emotional disturbance, learning disabilities, mental retardation or severe disabilities. In addition, the department offers a Ph.D. in Education with an emphasis on Special Education and Disability Policy.

For more information consult the department’s Web site at www.soe.vcu.edu/departments/sedp.

Administration
John J. Kregel  
Professor and Department Chair

Foundations of special education, minor in
The minor provides an opportunity to explore the field of special education and disabilities, for focused investigation of human behavior within the context of educational institutions or explorations related to possible or real career needs. Completion of this minor does not result in licensure or endorsement for teaching in the commonwealth of Virginia.

The minor requires a minimum of 21 semester hours. If one or more of these courses is taken to satisfy a general studies requirement or a major requirement, it may also be counted toward the minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDUS 300 Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUS 301 Human Development and Learning or EDUS/PSYC 305</td>
<td>3</td>
</tr>
<tr>
<td>TEDU 330 Survey of Special Education</td>
<td>3</td>
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<td>Selectives (select any four):</td>
<td>12</td>
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<tr>
<td>• TEDU 444 Introduction to Learning Disabilities</td>
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<td>• TEDU 531 Collaboration and Special Education Law</td>
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<tr>
<td>• EMOD 400 Characteristics of Children/Adolescents with Emotional Disturbance</td>
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<tr>
<td>• MNRT 400 Characteristics of Children and Youth with Mental Retardation</td>
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<td>• HPEX 431 Adaptive Physical Education</td>
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<tr>
<td>• TEDU 541 Infants and Young Children with Special Needs</td>
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</tbody>
</table>
Through teaching and research, the VCU School of Engineering creates knowledge and transforms ideas in engineering and life sciences into technologies that enhance regional and global prosperity. The school prepares its students for leadership and entrepreneurship through collaborative and interdisciplinary partnerships.

Founded in 1995 and graduating its first class in May 2000, the School of Engineering is the result of collaboration rare in the history of higher education in Virginia. Virginia Commonwealth University has, with the support of Virginia Polytechnic Institute and State University, created a school that brings innovative engineering and computer science education to central Virginia. Building reciprocal relationships with business and industry in the greater Richmond area, contributing to the region’s manufacturing enterprises and aggressively developing an international orientation, the school has developed programs of research and study that are sensitive to the unique demands of its time and culture.

In 1998, the undergraduate degree program in biomedical engineering was added to the original engineering disciplines of chemical, electrical and mechanical engineering, which were established in 1996. The long-standing and accredited degree program of computer science was assimilated into the School of Engineering beginning with the fall 2001 semester. In 2004-05, the chemical engineering department added an emphasis in life sciences and changed its name to the Department of Chemical and Life Science Engineering.

Students are offered an integrated and multidisciplinary curriculum in biomedical, chemical and life science, computer, electrical, or mechanical engineering, or computer science. Supported by the internationally recognized strengths of MCV Hospitals and the cutting-edge developments being generated by the Virginia BioTechnology Research Park, the School of Engineering at VCU has innovative curricula that emphasize creativity and imagination. By encouraging their interaction with practicing professionals, students are continually aware of the real-world application of their research and their studies.

Serving the best and the brightest students and supporting VCU’s dedication to diversity by opening doors of opportunity to underrepresented populations in the engineering and computer science professions, the school continually strives to enrich the technological and intellectual climate of the metropolitan area.

Discovering new knowledge is the goal of the best of the nation’s schools. The School of Engineering at VCU celebrates not only the discovery of knowledge, but also the creative integration and application of that knowledge.

**Bachelor of Science**

Biomedical Engineering  
Chemical and Life Science Engineering  
Computer Engineering  
Computer Science  
Electrical Engineering  
Mechanical Engineering  

Students also may be admitted under “Undeclared Engineering” for entrance to the School of Engineering. A field of study can be determined after the first semester.

**Master of Science**

Biomedical Engineering  
Computer Science  

Engineering – with tracks in:  
- Chemical and Life Science Engineering  
- Electrical and Computer Engineering  
- Engineering  
- Mechanical and Nuclear Engineering

**Doctor of Philosophy**

Biomedical Engineering  

Engineering – with tracks in:  
- Chemical and Life Science Engineering  
- Computer Science  
- Electrical and Computer Engineering  
- Engineering  
- Mechanical Engineering

**Joint degree**

M.D./Ph.D. in Biomedical Engineering in participation with the School of Medicine

**Interdisciplinary and cooperative studies degree**

M.S. degree through the Commonwealth Graduate Engineering Program

**Post-baccalaureate certificate**

Computer Science

**Engineering courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/veucourses](http://www.pubapps.vcu.edu/veucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow these links to engineering (ENGR) courses or the (ENGZ) laboratories.

**Undergraduate information**

**Academic policies for undergraduates**

Students majoring in biomedical, chemical and life science, computer, electrical or mechanical engineering must attain a minimum grade of C in all major courses taken. If a student receives a grade below C in any major course, that course must be retaken until the student receives a minimum grade of C. Department chairs may also identify other vital courses (i.e., math, physics) within the major for which a minimum grade of C must be achieved.

Because of the rotating nature of higher level technical electives in the computer science program and the student’s planned graduation date, computer science students may not be able to take advantage of the repeat course option offered by the university. Students should be aware of this rotating schedule and plan accordingly.

In some cases, students may be required to take foundation courses as the result of placement tests in order to prepare themselves to enter the required courses in
mathematics, sciences or languages. Credit received for these foundation courses does not count toward the baccalaureate degree.

**Appeals to the School of Engineering policies**

Students may appeal the above School of Engineering policies. In order to do so, they must prepare a letter to the School of Engineering Policy Appeals Committee stating why they should be given an exception to these policies and providing any documentation required. The letter should be delivered to the dean’s office and will be forwarded to the committee for consideration.

**Graduation requirements**

Students in the majors of biomedical, chemical and life science, computer, electrical, and mechanical engineering must complete a minimum of 130 credit hours to be eligible for the bachelor’s degree.

Students in chemical and life science engineering must complete a minimum of 127 credit hours to be eligible for the bachelor’s degree.

Students in computer science must complete a minimum of 120 credit hours to be eligible for the bachelor’s degree.

Requirements for the bachelor’s degrees offered by the School of Engineering (engineering disciplines and computer science) include university undergraduate requirements (refer to the “Academic Regulations and General Degree Requirements” section in this bulletin), general education requirements and program-level degree requirements.

Students seeking the bachelor’s degree for any of the programs within the School of Engineering (computer science or biomedical, chemical and life science, computer, electrical, or mechanical engineering) are responsible for understanding the specific and unique requirements of the individual programs and must complete all of them to be eligible for the granting of the degree sought.

**Double majors (B.S.) in engineering and physics**

This program provides biomedical, chemical and life science, electrical, computer, and mechanical engineering majors the opportunity to earn a double major in physics, requiring an additional 13 to 19 credits beyond the hours required for the primary engineering major. The requirements for the double major are the same as those in the program description for the Bachelor of Science in Physics. Within the double major, a select number of engineering courses are acceptable substitutes for required physics courses, as follows:

- CLSE 204 or EGRM 204 for PHYS 340
- EGRE 309 for PHYS 376
- Senior Design course sequence for PHYS 450 and 490 (see individual program pages for appropriate sequence)

In addition, select engineering-related courses can be used to satisfy the required nine credits of elective physics and physics-related courses, as detailed in the program description for the B.S. in Physics.

Listed below are the total credits and required courses necessary for biomedical, chemical and life science, computer, electrical, and mechanical engineering majors to complete a double major in physics. In addition, the courses that are used from the primary engineering major toward fulfillment of the physics major are provided.

**Biomedical engineering** (19 credits): MATH 307; PHYS 301, 320, 340, 376, 380 and PHYZ 320 (one credit).

- Necessary courses used from the biomedical engineering major include: EGRB 303, 401-402 and 427; MATH 310; PHYS 207 and 208; STAT 541.

**Chemical and life science engineering** (19 credits): MATH 307; PHYS 301, 320, 376, 380, and PHYZ 320 and a three-credit physics elective.*

- Necessary courses used from the chemical and life science engineering major include: CLSE 204, 301; ENGR 402, 403 and ENGZ 402, 403; PHYS 207, 208; STAT 541.

**Electrical and computer engineering** (13 credits): PHYS 301, 320, 340, 380 and PHYZ 320.

- Necessary courses used from the electrical engineering major include: EGRE 224, 303, 307 and 309; ENGR 402, 403; PHYS 207, 208.
- Necessary courses used from the computer engineering major include: EGRE 224, 303 or 309, and 307; ENGR 402, 403; MATH 307; and PHYS 207, 208.

**Mechanical engineering** (16 credits): EGRM 436*; PHYS 301, 320, 376, 380, and PHYZ 320 and a three-credit physics elective.*

- Necessary courses used from the mechanical engineering major include: EGRM 204; ENGR 301, 402, 403 and ENGZ 402 and 403; PHYS 207; 208; STAT 541.
- * Any physics/physics-related elective course as listed in the bulletin description for the B.S. in Physics.

With regard to general education requirements, students must fulfill the requirements of their primary engineering major. Any student interested in a physics double major should contact the physics undergraduate adviser, Dr. Baski at (804) 828-8295 or aabaski@vcu.edu.

**Department of Biomedical Engineering**

The Department of Biomedical Engineering offers programs at the baccalaureate, master’s and doctoral level.

Biomedical engineering provides in-depth study in a variety of specialization areas including biomedical imaging systems, orthopaedic biomechanics, tissue and cellular engineering, biomaterials, artificial organs, human-computer interfaces, cardiovascular devices and rehabilitation engineering. The programs allow students to participate in cutting-edge research in one of the nations' most advanced engineering facilities. The department has ongoing collaborations with numerous industries, federal laboratories, the VCU science departments, the university’s MCV Campus, the Hunter Holmes McGuire Veterans Affairs Medical Center, the Virginia BioTechnology Research Park and numerous biomedical and clinical programs throughout the VCU Medical Center’s MCV Hospitals.

**Administration**

Gerald E. Miller
Professor and Department Chair
www.egr.vcu.edu/bme

**Biomedical engineering courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/veucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to biomedical engineering (EGRB) courses.

Follow these links to general engineering (ENGR) courses or the (ENGZ) laboratory.

**Biomedical Engineering, Bachelor of Science (B.S.)**

**Special requirements**

Program academic performance requirements:

- Upon completion of 36 or more credit hours at VCU, any student whose major GPA in EGRB courses that falls below 2.00 will be dismissed from the program. Appeals can be made to the department chair under unusual circumstances, such as extended illness.

Biomedical engineering applies engineering expertise to analyze and solve problems in biology and medicine in order to enhance health care. Students involved in biomedical engineering learn to work with living systems and to apply advanced technology to the complex problems of medical care. Biomedical engineers work with other health care professionals including physicians, nurses, therapists and technicians toward improvements in diagnostic, therapeutic and health delivery systems. Biomedical engineers may be involved with designing medical instruments and devices, developing medical software, tissue and cellular engineering, developing new procedures or conducting state-of-the-art research needed to solve clinical problems.

There are numerous areas of specialization and course work within biomedical engineering. These include:
1. Bioinstrumentation: the application of electronics and measurement techniques to develop devices used in the diagnosis and treatment of disease, including heart monitors, intensive care equipment, cardiac pacemakers and many other electronic devices.

2. Biomaterials: the development of artificial and living materials used for implantation in the human body, including those used for artificial heart valves, kidney dialysis cartridges, and artificial arteries, hips and knees.

3. Biomechanics: the study of motion, forces and deformations in the human body, including the study of blood flow and arterial disease, forces associated with broken bones and their associated repair mechanisms, mechanisms of blunt trauma including head injuries, orthopedic systems, and the forces and movement associated with human joints such as the knee and hip.

4. Tissue and cellular engineering: the application of biochemistry, biophysics and biotechnology toward the development of new cellular and tissue systems and an understanding of disease processes, including development of artificial skin and organs, cell adherence to artificial materials to prevent rejection by the body, and the development of new genetic cellular systems to treat diseases.

5. Medical imaging: the development of devices and systems to image the human body to diagnose diseases, including the development and data processing of the CAT scan, MRI (magnetic resonance imaging), medical ultrasound, X-ray and PET (positron emission tomography).

6. Rehabilitation engineering: the development of devices and prosthetics to enhance the capabilities of disabled individuals, including design of wheelchairs, walkers, artificial legs and arms, enhanced communication aids, and educational tools for the handicapped.

A unique aspect to the undergraduate biomedical engineering is the practicum series, EGRB 101 and 301, which involves biomedical engineering students participating in medical rounds at the VCU Medical Center’s MCV Hospitals, in medical research laboratories throughout the medical center and the Virginia BioTechnology Research Park, and in medical seminars, case studies and medical laboratories. This unique opportunity is the only one of its kind in the nation and involves the cooperation of the VCU Medical Center, one of the nation’s largest and most prestigious medical centers.

Degree requirements for Biomedical Engineering, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Identify and apply recent knowledge, and analyze and solve problems in the foundation areas of mathematics, the sciences and statistics.
- Identify and apply recent knowledge, and analyze and solve problems in the foundation engineering areas of electrical circuits, mechanics, biomedical engineering, and engineering systems and design.
- Identify and apply recent knowledge, and analyze and solve problems in the life sciences, including biology, physiology and anatomy, and understand the relationship between the life sciences, mathematics and engineering.
- Design and conduct lab experiments, collect, analyze and interpret data from physical and simulated systems to solve technical problems, and analyze physiology and life science laboratory experiments to integrate engineering and physiology/biology.
- Design and implement a system, component or process to meet the desired needs within a set of realistic specifications and constraints; design systems used in biomedical applications that involve the interconnection between engineering and the life sciences, including issues of health, safety and medical ethics.
- Organize ideas and write well-organized and accurate reports, including appropriate citations; deliver oral presentations to peers and supervisors using the latest presentation technologies.
- Understand the need for the various elements and facets of a career in biomedical engineering and related fields; have a recent understanding of the knowledge tools necessary to achieve lifelong learning and career development.

- Understand the nature of, and have the ability to, function on multidisciplinary and interdisciplinary teams, and understand the role that each team member brings to the overall goal.
- Attain and further master the ability to formulate, analyze and solve problems, analytically and/or experimentally, in biomedical engineering industry, in the clinical setting or in biomedical research within a few years of graduation. The career paths of BME graduates in these arenas would be enhanced as a result of these skills.
- Attain and further master the ability to understand the life and health sciences and the interconnection between engineering and the life/health sciences including biology, anatomy, physiology and biomedical engineering, with particular reference to biomedical engineering industry, in the clinical setting or in biomedical research within a few years of graduation. The career paths of BME graduates in these arenas would be enhanced as a result of these skills.
- Attain and further master the ability to articulate ideas and communicate in a clear and effective manner appropriate to their audience, in both written and/or oral forms, with particular reference to biomedical engineering industry, in the clinical setting or in biomedical research within a few years of graduation. The career paths of BME graduates in these arenas would be enhanced as a result of these skills.
- Attain and further master the ability to work effectively in teams to solve biomedical and/or clinical problems, including the interconnection of engineering and clinical personnel toward the solution of problems of compelling clinical and biomedical interest and need, with particular reference to biomedical engineering industry, in the clinical setting or in biomedical research within a few years of graduation. The career paths of BME graduates in these arenas would be enhanced as a result of these skills.

General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<tr>
<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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<tr>
<td>Approved natural/physical sciences</td>
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</tr>
<tr>
<td>Approved quantitative literacy</td>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

General Education requirements (10 credits)

| PHYS 207 University Physics I                           | 5       |
| PHYS 208 University Physics II                          | 5       |

Collateral requirements (28-31 credits)

| BIOL 152 Introduction to Biological Science II          | 3       |
| CHEM 101 General Chemistry                              | 3       |
| CHEZ 101 General Chemistry Laboratory I                 | 1       |
| CHEM 102 General Chemistry                              | 3       |
| CHEZ 102 General Chemistry Laboratory II                | 1       |
| MATH 200 Calculus and Analytic Geometry (fulfills approved quantitative literacy) | 4 |
| MATH 201 Calculus with Analytic Geometry                | 4       |
| MATH 301 Differential Equations                         | 3       |
| MATH 310 Linear Algebra                                 | 3       |
| PHIL 210 Critical Thinking about Moral Problems (fulfills approved humanities/fine arts) or PHIL 213 Ethics and Health Care | 0-3 |
| PHYS 207 University Physics I (fulfills General Education requirement) | 5 |
| PHYS 208 University Physics II (fulfills General Education requirement) | 5 |
| STAT 541 Applied Statistics for Engineers and Scientists | 3       |

Major requirements (54 credits)

| EGRB 101 Biomedical Engineering Practicum I             | 2       |
| EGRB 102 Introduction to Engineering                    | 4       |
| EGRB 203 Introduction to Biomechanics                   | 3       |
EGRB 215 Computational Methods in Biomedical Engineering 3
EGRB 301 Biomedical Engineering Practicum II 3
EGRB 303 Biomedical Instrumentation 4
EGRB 307 Biomedical Signal Processing 4
EGRB 310 Biomechanics 4
EGRB 315 Computational Methods in Biomedical Engineering II 3
EGRB 401-402 Biomedical Engineering Senior Design Studio 6
EGRB 427 Biomaterials 3
EGRB 206 Electric Circuits 4
PHIS 309 Introductory Quantitative Physiology I 4
PHIS 310 Introductory Quantitative Physiology II 4

Open electives (18 credits)
Technical electives within declared track 18

Total minimum requirement 131

Electives
Biomedical engineering students must select all technical electives from one of the four technical elective tracks.

Pre-medical track
BIOL 151 Introduction to Biological Science I 3
BIOZ 151 Introduction to Biological Science Laboratory I 1
BIOZ 152 Introduction to Biological Science Laboratory II 1
Biology elective 1
CHEM 301 Organic Chemistry 3
CHEZ 301 Organic Chemistry Laboratory I 2
CHEZ 302 Organic Chemistry Laboratory II 2
EGRB 403 Tissue Engineering 3

Biomechanics and biomaterials track
BIOL 218 Cell Biology 3
EGRB 403 Tissue Engineering 3
EGRB 405 Finite Element Analysis in Solid Mechanics 3
EGRB 406 Artificial Organs 3
EGRM 309 Materials Science for Engineers 3
EGRM 420 CAE Design 3
EGRM 421 CAE Analysis 3
ENGR 427 Robotics 3
ENGR 454 Automatic Controls 3

Rehabilitation engineering track
EGRB 406 Artificial Organs 3
EGRB 420 Rehabilitation Engineering 3
EGRB 421 Human Factors Engineering 3
EGRB 405 Finite Element Analysis in Solid Mechanics 3
EGRM 420 CAE Design 3
EGRM 421 CAE Analysis 3
ENGR 427 Robotics 3
MGMT 346 Technology and the Management Process 3
PSYC 406 Perception 3

Instrumentation and electronics track
ENGR 427 Robotics 3
ENGR 454 Automatic Control 3
EGRB 407 Physical Principles of Medical Imaging 3
EGRB 408 Advanced Biomedical Signal Processing 3
EGRB 409 Microcomputer Applications in Biomedical Engineering 3
EGRE 224 Introduction to Microelectronics 4
EGRE 254 Digital Logic Design 3
EGRE 303 Electronic Devices 3
EGRE 307 Integrated Circuits 4
EGRE 310 Microwaves and Photonic Engineering 3
EGRE 335 Signals and Systems I 3
EGRE 364 Microcomputer Systems 4

Click here to download a sample outline. 📐

Department of Chemical and Life Science Engineering

Chemical and life science engineering represents the formal interaction of chemical engineering with the life sciences. VCU’s Department of Chemical and Life Science Engineering is uniquely poised to bring together these two premier disciplines to form a program distinct in the nation. Programs are offered at the undergraduate and graduate levels.

Life science engineering — with interest areas including stem cell and stem cell-derived tissue engineering, biosciences/biotechnology, cellular engineering, biochips and biosensors, bioinformatics and molecular biocomputing, genetic and protein molecular engineering, environmental life science engineering, and molecular- and cellular-based therapeutics — is the fastest growing of all industries that currently employ engineers.

Chemical engineering and life science engineering share a broad range of common foundational knowledge bases, including the principles of mass and energy balances, transport phenomena and thermodynamics, surface and interfacial science, and reaction science and engineering. Strong academic and research programs in chemical and life science engineering will provide a wealth of exciting professional opportunities for successful graduates of the VCU program.

The bachelor’s program offers tracks in chemical engineering and life science engineering, and a chemical and life science engineering track is available in the Master of Science in Engineering program, as well as the Ph.D. in Engineering program. The CLSE tracks in the graduate-level programs are designed primarily for students who are interested in applying chemical and engineering principles toward important contemporary topics including process design, metabolic engineering, biosensor and biochip development, high-performance polymers in medicine and energy conversion, polymer surface science, and environmentally benign polymer processing technologies. Major emphasis is placed on chemical and life science engineering fundamentals with additional emphasis on applied chemistry and life sciences.

Administration
B. Frank Gupton
Research Professor and Interim Chair
www.egr.vcu.edu/clse

Chemical and life science engineering courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.
Follow this link to chemical and life science engineering (CLSE) courses.
Follow these links to general engineering (ENGR) courses or the (ENGR) laboratory.

Chemical and Life Science Engineering, Bachelor of Science (B.S.) with a concentration in chemical engineering

Special requirements
Students must receive a grade of C in all engineering courses in order to graduate. Grades of C or better in the two introductory courses, CLSE 201 and CLSE 202, are required before students may take additional CLSE courses. However, after the two introductory courses, students are allowed to continue with one D grade in any CLSE course. They must retake that course in order to graduate, but may continue taking other CLSE courses. Students are not allowed to continue with two grades of D in CLSE courses before retaking at least one of those courses with a minimum grade of C.

The department offers a Bachelor of Science in Chemical and Life Science Engineering, and includes a chemical engineering concentration and a life science
Degree requirements for Chemical and Life Science Engineering, Bachelor of Science (B.S.) with a concentration in chemical engineering

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Apply knowledge of mathematics, science and engineering.
- Design and conduct experiments, as well as to analyze and interpret data.
- Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
- Function on multidisciplinary teams.
- Identify, formulate and solve engineering problems.
- Gain an understanding of professional and ethical responsibility.
- Communicate effectively.
- Complete the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.
- Recognize the need for, and an ability to engage in, lifelong learning.
- Use the techniques, skills and modern engineering tools necessary for engineering practice.

**General Education requirements**

**University Core Education Curriculum (minimum 21 credits)**

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**General Education requirements (10 credits)**

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<tr>
<th>Course</th>
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<tr>
<td>PHYS 207 University Physics I</td>
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<tr>
<td>PHYS 208 University Physics II</td>
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**Collateral requirements (44 credits)**

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<tbody>
<tr>
<td>BIOL 152 Introduction to Biological Science II</td>
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<tr>
<td>CHEM 101 General Chemistry</td>
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</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
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<td>CHEM 102 General Chemistry</td>
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<td>CHEZ 102 General Chemistry Laboratory II</td>
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</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
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<td>CHEZ 301 Organic Chemistry Laboratory I</td>
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<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
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<td>CHEZ 302 Organic Chemistry Laboratory II</td>
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<td>ECON 205 The Economics of Product Development and Markets</td>
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<td>MATH 201 Calculus with Analytic Geometry</td>
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<td>MATH 307 Multivariate Calculus</td>
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<tr>
<td>STAT 541 Applied Statistics for Engineers and Scientists</td>
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<tr>
<td>Technical electives (300+ level science, math, business or management course)</td>
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**Major requirements (50 credits)**

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<th>Course</th>
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<tbody>
<tr>
<td>CLSE 101 Introduction to Engineering</td>
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<td>CLSE 102 Methods in CLSE</td>
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</tr>
<tr>
<td>CLSE 115 Introduction to Programming for Chemical and Life Science Engineering</td>
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<tr>
<td>CLSE 201 Chemical Engineering Fundamentals I: Material Balances</td>
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<tr>
<td>CLSE 202 Chemical Engineering Fundamentals II: Energy Balances and Engineering Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CLSE 301 Transport Phenomena I</td>
<td>1</td>
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<tr>
<td>CLSE 302 Transport Phenomena II</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 305 Thermodynamics of Phase Equilibria and Chemical Reactions</td>
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<tr>
<td>CLSE 312 Chemical Reaction Engineering</td>
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<tr>
<td>CLSE 320 Instrumentation Laboratory</td>
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<tr>
<td>CLSE 409 Process Control in Chemical and Life Science Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 440 Unit Operations Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 402 Senior Design Studio (Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 403 Senior Design Studio (Seminar)</td>
<td>1</td>
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<tr>
<td>ENGR 410 Review of Internship</td>
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<tr>
<td>ENGZ 402 Senior Design Studio (Laboratory/Project Time)</td>
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<tr>
<td>ENGZ 403 Senior Design Studio (Laboratory/Project Time)</td>
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</tr>
<tr>
<td>Engineering elective (300+ level)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total** | **126**

Click here to download a sample outline.

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**Chemical and Life Science Engineering, Bachelor of Science (B.S.) with a concentration in life science engineering**

**Special requirements**

Students must receive a grade of C in all engineering courses in order to graduate. Grades of C or better in the two introductory courses, CLSE 201 and CLSE 202, are required before students may take additional CLSE courses. However, after the two introductory courses, students are allowed to continue with one D grade in any CLSE course. They must retake that course in order to graduate, but may continue taking other CLSE courses. Students are not allowed to continue with two grades of D in CLSE courses before retaking at least one of those courses with a minimum grade of C.

The department offers a Bachelor of Science in Chemical and Life Science Engineering, and includes a chemical engineering concentration and a life science engineering concentration. Each student must choose the desired concentration upon initial registration.

Degree requirements for Chemical and Life Science Engineering, Bachelor of Science (B.S.) with a concentration in life science engineering

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

- Apply knowledge of mathematics, science and engineering.
- Design and conduct experiments, as well as to analyze and interpret data.
- Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.
- Function on multidisciplinary teams.
- Identify, formulate and solve engineering problems.
- Gain an understanding of professional and ethical responsibility.
- Communicate effectively.
- Complete the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.
- Recognize the need for, and an ability to engage in, lifelong learning.
j. Gain knowledge of contemporary issues.
k. Use the techniques, skills and modern engineering tools necessary for engineering practice.

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</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education requirements (10 credits)</th>
<th></th>
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<tbody>
<tr>
<td>PHYS 207 University Physics I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 208 University Physics II</td>
<td>5</td>
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<table>
<thead>
<tr>
<th>Collateral requirements (45 credits)</th>
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<tbody>
<tr>
<td>BIOC/CHCM 403 Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 151 Introduction to Biological Science I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Science II</td>
<td>3</td>
</tr>
<tr>
<td>BIOZ 152 Introduction to Biological Science Laboratory II</td>
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</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 102 General Chemistry Laboratory II</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 302 Organic Chemistry Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>ECON 205 The Economics of Product Development and Markets</td>
<td>3</td>
</tr>
<tr>
<td>MATH 201 Calculus with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>MATH 301 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 307 Multivariate Calculus</td>
<td>4</td>
</tr>
<tr>
<td>STAT 541 Applied Statistics for Engineers and Scientists</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major requirements (50 credits)</th>
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<tbody>
<tr>
<td>CLSE 101 Introduction to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 102 Methods in CLSE</td>
<td>1</td>
</tr>
<tr>
<td>CLSE 115 Introduction to Programming for Chemical and Life Science Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 201 Chemical Engineering Fundamentals I: Material Balances</td>
<td>4</td>
</tr>
<tr>
<td>CLSE 202 Chemical Engineering Fundamentals II: Energy Balances and Engineering Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>CLSE 301 Transport Phenomena I</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 302 Transport Phenomena II</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 305 Thermodynamics of Phase Equilibria and Chemical Reactions</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 312 Chemical Reaction Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 320 Instrumentation Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>CLSE 409 Process Control in Chemical and Life Science Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CLSE 440 Unit Operations Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ENGR 402 Senior Design Studio (Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 403 Senior Design Studio (Seminar)</td>
<td>1</td>
</tr>
<tr>
<td>ENGR 410 Review of Internship</td>
<td>1</td>
</tr>
<tr>
<td>ENGZ 402 Senior Design Studio (Laboratory/Project Time)</td>
<td>2</td>
</tr>
<tr>
<td>ENGZ 403 Senior Design Studio (Laboratory/Project Time)</td>
<td>2</td>
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<tr>
<td>Engineering elective (300+ level)</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

Chemical and life science engineering, minor in

The minor in chemical and life science engineering consists of 21 credits and must include completion of these courses: CLSE 201, CLSE 202, CLSE 204, CLSE 301, CLSE 302, CLSE 305 and CLSE 312.

Department of Computer Science

The Department of Computer Science offers undergraduate and graduate programs. The Bachelor of Science in Computer Science is a rigorous, highly concentrated curriculum of computer science courses. It includes advanced study in several important areas of computer science and provides a strong foundation in this discipline. Every course is taught by full-time faculty members who also serve as advisers to both undergraduate and graduate students.

The master’s degree program emphasizes continuing self-development of individuals currently engaged in science-, technology- and engineering-related fields. It prepares persons who have completed undergraduate majors in these fields for entry into careers in areas that use computing technology. Both the theoretical and applied aspects of computer science are emphasized in this program. The program offers courses in a wide range of areas in computer science including machine learning, artificial intelligence, cybersecurity and cloud computing, data mining, bioinformatics, and medical informatics.

Administration

Krzystof J. Cios
Professor and Chair
www.egr.vcu.edu/cs

Computer science courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to computer science (CMSC) courses.

Computer Science, Bachelor of Science (B.S.)

The Bachelor of Science in Computer Science is built on a rigorous, highly concentrated, accredited curriculum of computer science courses. The program provides a strong foundation in the discipline and includes advanced study in several important areas of computer science.

The degree requires a minimum of 120 credit hours and includes undergraduate requirements, general education requirements and computer science major requirements.

Degree requirements for Computer Science, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

1. **Theory and development** Graduates will demonstrate the ability to apply knowledge of computing and mathematics.
2. **Problem specification** Graduates will have the conceptual knowledge and background to be able to analyze a problem and identify and define the computing requirements for its solution.
3. **Program design** Graduates will have the ability to design a computer-based system, process, component or program.
4. **Solution implementation** Graduates will have the ability to implement a computer-based system, process, component or program.
5. **System evaluation** Graduates will have the ability to evaluate an existing computer-based system, process, component or program.
6. **Teamwork** Graduates will be able to work effectively in teams in designing and implementing software systems.

7. **Ethical issues** Graduates will be aware of key ethical issues affecting computer science and their responsibilities as computer science professionals.

8. **Oral communications** Graduates will demonstrate the ability to orally communicate ideas and concepts clearly and in an organized manner.

9. **Written communications** Graduates will demonstrate the ability to write clear system documentation, user documentation and research reports.

10. **Social impact** Graduates will have an understanding of the impact of computers in society.

11. **Concepts for lifelong learning** Graduates will have a solid understanding of the concepts used in computer science. This understanding will provide them with the foundation necessary to be able to pursue further learning, whether as graduate students or on their own.

12. **Technical skills** Graduates will demonstrate an ability to use current techniques, skills and tools for computing practice.

### General Education requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
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<tr>
<td>Approved humanities/fine arts</td>
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<tr>
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<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**General Education requirements (9 credits)**

Humanities electives from list below (in addition to those in University Core)

**Collateral requirements (30-32 credits)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101 and CHEZ 101 General Chemistry and Laboratory I and</td>
<td>8-10</td>
</tr>
<tr>
<td>CHEM 102 and CHEZ 102 General Chemistry and Laboratory II; or</td>
<td></td>
</tr>
<tr>
<td>PHYS 207 University Physics I and PHYS 208 University Physics II; or</td>
<td></td>
</tr>
<tr>
<td>BIOL 151 and BIOZ 151 Introduction to Biological Science and Laboratory I</td>
<td></td>
</tr>
<tr>
<td>and BIOL 152 and BIOZ 152 Introduction to Biological Science and Laboratory II</td>
<td></td>
</tr>
<tr>
<td>ECON 205 The Economics of Product Development and Markets</td>
<td>3</td>
</tr>
<tr>
<td>MATH 200 Calculus with Analytic Geometry (satisfies quantitative literacy)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 211 Mathematical Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH 301 Differential Equations, MATH 310 Linear Algebra or</td>
<td>3</td>
</tr>
<tr>
<td>MATH 351 Applied Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>STAT 212 Concepts of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Natural science electives (BIOL, CHEM or PHYS courses that count</td>
<td>6</td>
</tr>
<tr>
<td>toward the major in that science)</td>
<td></td>
</tr>
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</table>

**Total minimum requirement** 120

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC upper-level electives</td>
<td></td>
</tr>
<tr>
<td>CMSC 404 Compiler Construction</td>
<td></td>
</tr>
<tr>
<td>CMSC 409 Artificial Intelligence</td>
<td></td>
</tr>
<tr>
<td>CMSC 411 Computer Graphics</td>
<td></td>
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<tr>
<td>CMSC 420 Software Engineering Practicum</td>
<td></td>
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<tr>
<td>CMSC 491 Topics in Computer Science</td>
<td></td>
</tr>
<tr>
<td>CMSC 492 Independent Study</td>
<td></td>
</tr>
<tr>
<td>CMSC 506 Computer Networks and Communications</td>
<td></td>
</tr>
<tr>
<td>CMSC 508 Database Theory or</td>
<td></td>
</tr>
<tr>
<td>CMSC 519 Software Engineering: Specification and Design</td>
<td></td>
</tr>
</tbody>
</table>

### Approved humanities electives

Choose 9 credits from the following programs or subject areas:

- African-American studies, American studies, anthropology, School of the Arts, English, foreign language, history, philosophy, psychology, religious studies, social work, sociology and urban studies

Some courses in other programs (including most honors modules and other courses that focus on human behavior, communication and/or social interaction) may be counted toward this requirement with departmental approval.

Click here to download a sample outline.

### Accelerated Bachelor of Science (B.S.) and Master of Science (M.S.) in Computer Science

Students accepted into this selective program accomplish both the B.S. and M.S. degrees within five years by taking additional computer science courses within the first four years of the program. Some of these courses will replace general electives in the B.S. program.

**Program administration and minimum requirements**

In order to be accepted students must:

- Apply to the Computer Science Graduate Committee during the first semester after they have completed the last of the following sequence of classes: CMSC 101, 255, 256, 302, 303 and 311. Transfer students who enter with all of these courses (or equivalents) must apply during their first semester at VCU.

- Have a minimum GPA of 3.4 based on CMSC 101, 255, 256, 302, 303 and 311; all grades in any repeated courses will be included in computing this GPA. Students transferring these courses into the program will have the grades from their previous institution included in computing this GPA only for purposes of determining eligibility for this program.

- Have a minimum overall GPA of 3.0.

Students accepted into the accelerated B.S. to M.S. program are not required to complete the GRE for admission to the M.S. portion of the program.

### Minimum requirements for accepted students to fulfill the program

Students accepted into the program are required to follow the curriculum outlined below in order to complete both degrees in five years.

In order to complete the B.S.:

1. All specific general education and major requirements for the B.S. degree
2. Six CMSC 500-level credits beyond those required for the computer science major, which count as general electives toward the B.S. and as CMSC electives toward the M.S.
3. Additional credits to total 120 (including 45 upper-level credits)

Upon completion of all requirements for the undergraduate degree, the B.S. can be awarded and the student will formally apply to the master’s program. Providing the student has maintained a minimum GPA of 3.2 in the major, acceptance to the M.S. program is guaranteed. All requirements for the B.S. must be met before students are eligible to take any 600-level course.

Also required during the first four years in order to be on track to complete the M.S. during the fifth year:

4. Six additional CMSC 500-level credits that do not count toward the B.S. degree
(126 total credits to be completed in first four years)

In order to complete the M.S.:
As listed above (nos. 2 and 4) and taken during first four years:

- Six CMSC 500-level credits beyond those required for the computer science major, which count as general electives toward the B.S. and as CMSC electives toward the M.S.
- Six additional CMSC 500-level credits that do not count toward the B.S. degree

Taken during fifth year:

1. 15 CMSC 600-level credits
2. Three CMSC graduate-level credits
(30 credits required for M.S.)

**Computer Science, Certificate in (Post-baccalaureate undergraduate certificate)**

The Certificate in Computer Science is available to students who have received bachelor’s degrees in other subject areas and wish to pursue the study of computer science. Students who receive certification through this program equip themselves for many professional opportunities in the scientific community and with government agencies. The certification is also designed to allow interested students to prepare for graduate study in computer science.

Certification through this program requires a minimum of 30 credits in computer science and mathematics at the 200 level or higher. Appropriate course work completed before or after receiving the bachelor’s degree can be applied to the certification with approval.

At least 18 credits must be from courses in computer science at the 300 level or higher and earned at VCU after the candidate has received a bachelor’s degree. At least six of these credits must be at the 400 level or higher.

CMSC 311 Computer Organization and Assembler Language Programming and CMSC 401 Algorithm Analysis with Advanced Data Structures are required courses for certificate students.

Up to six credits of approved electives in mathematics or statistics may be counted toward the certificate.

Upon successful completion of all course work in five years or less, with a GPA of 2.5 or better, the student is awarded the computer science certificate. Successful completion of this program does not guarantee admission to the master’s degree program in computer science.

**Computer science, minor in**

The minor in computer science consists of at least 18 credits in computer science, including CMSC 255 and 256* and nine upper-level credits. A minimum GPA of 2.0 must be achieved in the minor. EGRE 245 and 246 may replace CMSC 255 and 256.

*Note that MATH 211 is a prerequisite for CMSC 256.

**Department of Electrical and Computer Engineering**

The Department of Electrical and Computer Engineering prepares students for highly competitive, national placement in electrical and computer engineering employment and graduate education by providing a thorough grounding in electrical science and design, together with a sound foundation in mathematics, basic sciences and life skills.

The department offers baccalaureate degrees in computer engineering and electrical engineering, in addition to minors in both areas, as well as the option to choose course work appropriate for a pre-medicine or pre-dentistry curriculum. An electrical and computer engineering track is available in the Master of Science in Engineering as well as the Ph.D. in Engineering. The track is designed to prepare students for practice, research and/or teaching of electrical and computer engineering at the advanced level by providing intensive preparation for professional practice in the microelectronics, nanoelectronics, computer engineering and controls and communications aspects of electrical and computer engineering.

At the advanced level, this track prepares individuals to perform original, leading edge research in the broad areas of microelectronics, nanoelectronics, controls and communications and computer engineering.

The curricula of the department provide a strong foundation in the fundamentals of the profession, including engineering problem solving, breadth in the major facets of the profession and the opportunity to specialize in today’s critical areas of computer engineering, communication systems and microelectronics. Graduates will be well prepared for constant technological change and growth through lifelong learning.

**Administration**

Ashok Iyer
Professor and Department Chair

[www.egr.vcu.edu/ece.aspx](http://www.egr.vcu.edu/ece.aspx)

**Electrical and computer engineering courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to electrical and computer engineering (EGRE) courses.

Follow these links to general engineering (ENGR) courses or the (ENGZ) laboratory.

**Computer Engineering, Bachelor of Science (B.S.)**

**Special requirements**

Program D grade policy: Students must receive a minimum grade of C in all engineering, computer science, physics, mathematics and all technical electives to graduate.

Computer engineers are responsible for developing the powerful computer systems that have become a part of our everyday life. Applications for computer engineering span the spectrum from high-performance, general-purpose computing systems such as desktop workstations used in all facets of business, to small microprocessors embedded in larger systems and functioning as controllers. These latter applications, known as embedded systems, can be found in control systems for trains, aircraft and automobiles; medical equipment; telecommunications systems; and consumer electronics and appliances. This explosive growth of computer systems in use in almost every new appliance or vehicle has resulted in a strong demand for engineers trained in the development of these systems, and all indications are that this trend will continue for the foreseeable future.

**Degree requirements for Computer Engineering, Bachelor of Science (B.S.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

a. Apply knowledge of mathematics, science and engineering
b. Design and conduct experiments, as well as to analyze and interpret data
c. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability
d. Function on multidisciplinary teams
Identify, formulate and solve engineering problems.
Gain an understanding of professional and ethical responsibility.
Communicate effectively.
Complete the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.
Recognize the need for, and an ability to engage in, lifelong learning.
Gain knowledge of contemporary issues.
Use the techniques, skills and modern engineering tools necessary for engineering practice.

General Education requirements

University Core Education Curriculum (minimum 22 credits)
- UNIV 111 Focused Inquiry I
- UNIV 112 Focused Inquiry II
- UNIV 200 Writing and Rhetoric
- Approved humanities/fine arts
- Approved natural/physical sciences
- Approved quantitative literacy
- Approved social/behavioral sciences

Collateral requirements (24 credits)
- CHEM 101 General Chemistry I Laboratory I
- MATH 200 Calculus with Analytic Geometry or MATH 201 Calculus with Analytic Geometry
- MATH 211 Mathematical Structures
- MATH 301 Differential Equations
- PHYS 207 University Physics I
- PHYS 208 University Physics II

Major requirements (72 credits)
- CMSC 312 Introduction to Operating Systems
- CMSC 355 Program Design and Implementation Practicum
- CMSC 420 Software Engineering Practicum
- EGR 101 Introduction to Engineering
- EGR 206 Electric Circuits
- EGR 207 Electric Circuits II
- EGR 224 Introduction to Microelectronics
- EGR 245 Engineering Programming Using C
- EGR 246 Advanced Engineering Programming Using C++
- EGR 254 Digital Logic Design
- EGR 335 Signals and Systems I
- EGR 337 Signals and Systems II
- EGR 364 Microcomputer Systems
- EGR 365 Digital Systems
- EGR 426 Computer Organization and Design
- EGR 427 Advanced Digital Design
- ENGR 402-403 Senior Design Studio (Seminar)
- Technical electives (see list and requirements below)

Open electives (3 credits)
- Open elective

Total minimum requirement: 130 credits

Technical electives (16 credits)

At least three credit hours must come from the following subject areas: MATH, PHYS, CLSE, EGRB, EGRM, EGRN and ENGR.
No more than three credit hours may come from independent study courses.
Exceptions to the above rules must be approved by the adviser and department chair.

Click here to download a sample outline.

Computer engineering, minor in

The minor in computer engineering consists of completing the following courses (19 credits): EGR 245 and 246 or CMSC 255 and 256; EGR 254; EGR 364 or CMSC 311; EGR 365; and EGR 426. All courses required for the minor must be completed with a minimum grade of C.

Electrical Engineering, Bachelor of Science (B.S.)

Special requirements

Program D grade policy
Students must receive a minimum grade of C in all engineering, computer science, physics, mathematics and all technical electives to graduate.

The profession of electrical engineering touches all aspects of our lives in that electrical engineers design and fabricate devices and systems critical in applications such as computing, communications, health care, manufacturing and automation, power generation and utilization, transportation, and entertainment. An element very important to these and many other applications is the microelectronic device or system.

In the sub-area of microelectronics, electrical engineers design and fabricate electronic materials such as semiconductors, conductors and superconductors used in the manufacture of electronic devices. As a natural progression, electrical engineers design and fabricate electronic devices such as transistors, which control or modulate the flow of energy; sensors of light, mechanical force, chemicals, etc.; electromagnetic radiation sources such as lasers, light emitting diodes and microwave power sources. Following this progression, we find electrical engineers designing and fabricating integrated circuits such as microprocessors and memory elements; flat-panel displays, etc., which are found in applications ranging from supercomputers to watches, clocks and toys. Further in this progression we find electrical engineers designing and fabricating today’s and tomorrow’s computers.

Computer systems and application-specific integrated circuits are the elements that enable the existence of today’s communication systems, such as the Internet, satellite systems, telemedicine, wired and wireless (cellular) telephones, along with standard and high definition television. Additionally, along with sensors, microwave power sources and actuators, they permit our present and future automated manufacturing lines, air and traffic control systems, and automotive safety and traffic control through collision avoidance radar systems, antilocking brake systems, air bag actuators, automatic traffic routing and the “smart highway” of the future.

Electrical engineers play an ever increasing role in the design and building of major facets of today’s and tomorrow’s health care systems and medical research through the application of microelectronic instrumentation and diagnostic tools such as MRI and CAT scan systems. The field of electrical engineering truly permeates every facet of our lives and thus provides excellent employment opportunities to the general practitioner or specialist in more than 35 different subspecialties.

Degree requirements for Electrical Engineering, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:
General Education requirements

University Core Education Curriculum (minimum 21 credits)

UNIV 111 Focused Inquiry I
UNIV 112 Focused Inquiry II
UNIV 200 Writing and Rhetoric
Approved humanities/fine arts
Approved natural/physical sciences
Approved quantitative literacy
Approved social/behavioral sciences

General Education requirements (10 credits)

CHEM 101 General Chemistry I 3
CHEZ 101 General Chemistry Laboratory I 1
ECON 205 The Economics of Product Development and Markets 3
SPCH 321 Speech for Business and the Professions 3

Collateral requirements (21 credits)

MATH 200 Calculus with Analytic Geometry (satisfies approved quantitative literacy) 4
MATH 301 Differential Equations 3
MATH 307 Multivariate Calculus 4
PHIL 201 Critical Thinking About Moral Problems (satisfies humanities/fine arts) 3
PHYS 207 University Physics I 5
PHYS 208 University Physics II 5

Major requirements (71 credits)

EGRE 101 Introduction to Engineering 3
EGRE 206 Electric Circuits 4
EGRE 207 Electric Circuits II 4
EGRE 224 Introduction to Microelectronics 4
EGRE 245 Engineering Programming Using C 3
EGRE 246 Advanced Engineering Programming Using C++ 3
EGRE 254 Digital Logic Design 3
EGRE 303 Electronic Design 3
EGRE 309 Electromagnetic Fields 3
EGRE 335 Signals and Systems I 3
EGRE 336 Introduction to Communication Systems 3
EGRE 337 Signals and Systems II 3
EGRE 364 Microcomputer Systems 4
ENGR 402-403 Senior Design Studio (Seminar) 2
Capstone project: 4
Select ENGR 402 and ENGR 403 Senior Design Studio (Laboratory/Project Time); EGRE 427 Advanced Digital Design; or EGRE 436 Advanced Microscale and Nanoscale Fabrication

Technical electives (see list and requirements below) 21

Open electives (6 credits)

Total minimum requirement 130

Technical electives and capstone project (25 credits)

The EE program culminates in the capstone project. In order to prepare for the appropriate focus area of the capstone project, students, with the help of their academic adviser, should plan a course of study beginning in their junior year.

The 25 credit hours in the junior and senior year must be chosen from the approved lists. The following criteria must be met:

- At least 13 credit hours must be from approved electrical engineering electives (with or without lab).
- At least 3 credit hours must be from an approved electrical engineering elective with lab.
- At least 3 credit hours must be from approved electives outside electrical engineering.
- Four senior design credits must be taken in one of the following courses (prerequisites must be met):
  - EGRE 427 Advanced Digital Design
  - EGRE 436 Advanced Microscale and Nanoscale Fabrication
  - ENGR 402 and ENGR 403 Senior Design Studio (Laboratory/Project Time). Students choosing this option must have a project and project adviser (any electrical or computer engineering faculty member) chosen by the first week of the ENGR 402 class.
- Courses not from the approved lists must be approved by the adviser and department chair.
- Courses must be technical courses at the 300-level or above.
- No more than 3 credit hours may come from independent study courses.

NOTE: Some of the listed courses may have prerequisites that do not count as tech electives.

Approved electrical engineering electives with lab

EGRE 307 Integrated Circuits
EGRE 365 Digital Systems
EGRE 426 Computer Organization and Design
EGRE 435 Microscale and Nanoscale Fabrication
EGRE 533 VLSI Design
EGRE 535 Digital Signal Processing
EGRM 410 Mechatronics
ENGR 334 Introduction to Microfabrication
ENGR 454 Automatic Controls

Approved electrical engineering electives without lab

EGRE 310 Microwave and Photonic Engineering
EGRE 444 Communication Systems
EGRE 455 Control Systems Design
EGRE 520 Electron Theory of Solids I
EGRE 521 Advanced Semiconductor Devices
EGRE 528 Micro-Electro-Mechanical Systems (MEMS)
EGRE 525 Fundamentals of Photonics Engineering
EGRE 526/CMSC 506 Computer Networks and Communications
EGRE 531 Multicore and Multithreaded Programming
ENGR 315 Process and Systems Dynamics
ENGR 410 Review of Internship (Completion of internship required)
ENGR 427 Robotics

Approved electives outside electrical engineering

CMSC 312 Introduction to Operating Systems
CMSC 355 Program Design and Implementation Practicum
CMSC 420 Software Engineering Practicum
EGRB 407 Physical Principles of Medical Imaging
EGRB 408 Advanced Biomedical Signal Processing
EGRB 507 Biomedical Electronics and Instrumentation
EGRM 309 Material Science for Engineers
EGRM 321 Numerical Methods
ENGR 310 Fundamentals of Nuclear Engineering
MATH 310 Linear Algebra
MATH 327 Mathematical Modeling
MATH 351 Applied Abstract Algebra
Electrical engineering, minor in

The minor in electrical engineering consists of completing at least 18 credits in electrical engineering courses (EGRE courses and ENGR 315, ENGR 334 or ENGR 454). The courses must include EGRE 206, EGRE 207 and nine upper-level credits. All courses required for the minor must be completed with a minimum grade of C.

Department of Mechanical and Nuclear Engineering

Mechanical engineering is one of the oldest and broadest engineering disciplines. Mechanical engineers design and analyze machines of all types including automobiles, airplanes, rockets, submarines, power generation systems, biomedical instrumentation, robots, manufacturing systems, household appliances and many, many more. In addition to well-known areas such as nuclear energy, nuclear propulsion and nuclear medicine, nuclear engineers are involved in many other applications of nuclear science and technology in fields as diverse as agriculture, industry, homeland security, forensics, environmental protection and even art. The Department of Mechanical and Nuclear Engineering provides quality graduate and undergraduate education through the following degree-granting programs:

- B.S. in Mechanical Engineering (general mechanical engineering curriculum)
- B.S. in Mechanical Engineering (nuclear engineering concentration)
- M.S. in Mechanical and Nuclear Engineering (thesis and non-thesis options)
- Ph.D. in Engineering (mechanical engineering track)

Current areas of research within the department include but are not limited to energy conversion systems, smart materials, corrosion, medical devices, aerosol science, sensors, radiation detection and measurement, nuclear reactor design, robotics, fluid mechanics, nanotechnology and biomechanics.

Administration

Gary Tepper
Professor and Interim Chair

www.egr.vcu.edu/me

**Mechanical engineering courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vucourses](http://www.pubapps.vcu.edu/vucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to mechanical engineering (EGRM) courses.

Follow these links to general engineering (ENGR) courses or the (ENGZ) laboratory.

**Mechanical Engineering, Bachelor of Science (B.S.)**

Special requirements

Students must earn a minimum grade of C in all required engineering courses; in all courses used to satisfy technical elective requirements; and in MATH 200 Calculus with Analytic Geometry, MATH 201 Calculus with Analytic Geometry, MATH 301 Differential Equations, MATH 307 Multivariate Calculus and PHYS 207 University Physics I.

Students must maintain a major GPA of at least 2.0.

Mechanical engineering is one of the oldest and broadest engineering disciplines. Mechanical engineers design and analyze machines of all types, including automobiles, airplanes, rockets, submarines, power generation systems, biomedical instrumentation, robots, manufacturing systems, household appliances and many, many more.

In addition, mechanical engineers design and analyze the energy sources that provide power to machines, fluids that interact with machines and the materials from which machines are constructed. Mechanical engineers also work in cutting-edge fields such as nanotechnology, alternative energy sources and environmentally friendly "green" manufacturing processes. Another important application of mechanical engineering is in medicine, where artificial organs, surgical tools and drug-delivery systems are vital to human well-being.

Mechanical engineers are in continuous demand by virtually all industries and are also employed by state and federal governments and enjoy one of the highest starting salaries of all college majors. Mechanical engineering graduates can, if they wish, continue their studies and obtain advanced degrees in fields such as business, law, medicine and engineering.

The VCU Department of Mechanical and Nuclear Engineering is the largest in the School of Engineering and offers an accredited B.S. degree in mechanical engineering, including the option of obtaining a major concentration in nuclear engineering.

**Degree requirements for Mechanical Engineering, Bachelor of Science (B.S.)**

**Learning outcomes**

Upon completing this program, students will know and know how to do the following:

a. Apply knowledge of mathematics, science and engineering.

b. Design and conduct experiments, as well as to analyze and interpret data.

c. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

d. Function on multidisciplinary teams.

e. Identify, formulate and solve engineering problems.

f. Gain an understanding of professional and ethical responsibility.

g. Communicate effectively.

h. Complete the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.

i. Recognize the need for, and an ability to engage in, lifelong learning.

j. Gain knowledge of contemporary issues.

k. Use the techniques, skills and modern engineering tools necessary for engineering practice.

**General Education requirements**

- **University Core Education Curriculum (minimum 21 credits)**
  - UNIV 111 Focused Inquiry I 3
  - UNIV 112 Focused Inquiry II 3
  - UNIV 200 Writing and Rhetoric 3
  - Approved humanities/fine arts 3
  - Approved natural/physical sciences 3-4
  - Approved quantitative literacy 3-4
  - Approved social/behavioral sciences 3-4

- **Additional General Education requirements (11 credits)**
  - CHEM 101 General Chemistry I 3
  - CHEZ 101 General Chemistry Laboratory I 1
  - MATH 201 Calculus with Analytic Geometry 4
  - MGMT 319 Organizational Behavior 3
Collateral requirements (23 credits)

- ECON 205 The Economics of Product Development and Markets 3
- MATH 200 Calculus with Analytic Geometry (satisfies quantitative literacy) 3
- MATH 301 Differential Equations 3
- MATH 307 Multivariate Calculus 4
- PHIL 201 Critical Thinking about Moral Problems (satisfies humanities/ fine arts) 5
- PHYS 207 University Physics I 5
- PHYS 208 University Physics II 5
- STAT 541 Applied Statistics for Engineers and Scientists 3

Major requirements (74 credits)

- EGRE 206 Electric Circuits 4
- EGRM 101 Introduction to Engineering 3
- EGRM 215 Engineering Visualization and Computation 3
- EGRM 201 Dynamics and Kinematics 3
- EGRM 202 Mechanics of Deformables 3
- EGRM 204 Thermodynamics 3
- EGRM 300 Mechanical Systems Design 3
- EGRM 303 Thermal Systems Design 3
- EGRM 309 Material Science for Engineers 3
- EGRM 311 Solid Mechanics Lab 1.5
- EGRM 312 Thermal Sciences Lab 1.5
- EGRM 321 Numerical Methods 3
- EGRM 410 Mechatronics 3
- EGRM 420 CAE Design 3
- EGRM 421 CAE Analysis 3
- ENGR 102 Engineering Statics 3
- ENGR 301 Fluid Mechanics 3
- ENGR 302 Heat Transfer 3
- ENGR 315 Process and System Dynamics 3
- ENGR 402 Senior Design Studio (Seminar) 1
- ENGR 403 Senior Design Studio (Seminar) 1
- ENGR 410 Review of Internship 1
- ENGR 402 Senior Design Studio (Laboratory/Project Time) 2
- ENGR 403 Senior Design Studio (Laboratory/Project Time) 2
- Technical electives 12

Total minimum requirement 130

Technical electives

Technical electives are satisfied by completing courses that meet all four of the following criteria:

1. School of Engineering course (CLSE, CMSC, EGMM, EGRB, EGRE, EGRM, EGRN, ENGR)
2. Not otherwise required for the major by the effective bulletin
3. 300-level or greater
4. 3 or more credit hours

INNO 460 Product Innovation: da Vinci Project can be used to satisfy a technical elective requirement.

One course from the following list can be used to satisfy a technical elective requirement:

- FIRE 311 Financial Management
- FIRE 520 Financial Concepts of Management
- INFO 360 Business Information Systems
- PHYS 320 Modern Physics

Other courses may be used to satisfy technical elective requirements with prior written approval from the department chair.

All courses used to satisfy technical elective requirements must be completed with a minimum grade of C.

Click here to download a sample outline.

Mechanical Engineering, Bachelor of Science (B.S.) with a concentration in nuclear engineering

Special requirements

Students must earn a minimum grade of C in all required engineering courses; in all courses used to satisfy technical elective requirements; and in MATH 200 Calculus with Analytic Geometry, MATH 201 Calculus with Analytic Geometry, MATH 301 Differential Equations, MATH 307 Multivariate Calculus and PHYS 207 University Physics I. Students must maintain a major GPA of at least 2.0.

Mechanical engineering is one of the oldest and broadest engineering disciplines. Mechanical engineers design and analyze machines of all types, including automobiles, airplanes, rockets, submarines, power generation systems, biomedical instrumentation, robots, manufacturing systems, household appliances and many, many more.

In addition, mechanical engineers design and analyze the energy sources that provide power to machines, fluids that interact with machines and the materials from which machines are constructed. Mechanical engineers also work in cutting-edge fields such as nanotechnology, alternative energy sources and environmentally friendly “green” manufacturing processes. Another important application of mechanical engineering is in medicine, where artificial organs, surgical tools and drug-delivery systems are vital to human well-being.

Mechanical engineers are in continuous demand by virtually all industries and are also employed by state and federal governments and enjoy one of the highest starting salaries of all college majors. Mechanical engineering graduates can, if they wish, continue their studies and obtain advanced degrees in fields such as business, law, medicine and engineering.

The VCU Department of Mechanical and Nuclear Engineering is the largest in the School of Engineering and offers an accredited B.S. degree in mechanical engineering, including the option of obtaining a major concentration in nuclear engineering. The curriculum for the freshman year is the same with or without the nuclear concentration. A student may declare their intention to enter the nuclear concentration at any point during their undergraduate studies; however, most students will make this choice as they begin taking nuclear engineering courses in their sophomore year.

Degree requirements for Mechanical Engineering, Bachelor of Science (B.S.) with a concentration in nuclear engineering

Learning outcomes

Upon completing this program, students will know and know how to do the following:

a. Apply knowledge of mathematics, science and engineering.

b. Design and conduct experiments, as well as to analyze and interpret data.

c. Design a system, component or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability and sustainability.

d. Function on multidisciplinary teams.

e. Identify, formulate and solve engineering problems.

f. Gain an understanding of professional and ethical responsibility.

g. Communicate effectively.

h. Complete the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental and societal context.

i. Recognize the need for, and an ability to engage in, lifelong learning.

j. Gain knowledge of contemporary issues.

k. Use the techniques, skills and modern engineering tools necessary for engineering practice.
General Education requirements

**University Core Education Curriculum** (minimum 21 credits)
- UNIV 111 Focused Inquiry I 3
- UNIV 112 Focused Inquiry II 3
- UNIV 200 Writing and Rhetoric 3
- Approved humanities/fine arts 3
- Approved natural/physical sciences 3-4
- Approved quantitative literacy 3-4
- Approved social/behavioral sciences 3-4

Additional General Education requirements (11 credits)
- CHEM 101 General Chemistry I 3
- CHEZ 101 General Chemistry Laboratory I 1
- MATH 201 Calculus with Analytic Geometry 4
- MGMT 319 Organizational Behavior 3

Collateral requirements (17 credits)
- MATH 200 Calculus with Analytic Geometry (satisfies quantitative literacy) 3
- MATH 301 Differential Equations 3
- MATH 307 Multivariate Calculus 4
- PHIL 201 Critical Thinking about Moral Problems (satisfies humanities/fine arts) 4
- PHYS 207 University Physics I 5
- PHYS 208 University Physics II 5

Major requirements (80 credits)
- EGRE 206 Electric Circuits 4
- EGRM 101 Introduction to Engineering 3
- EGRM 215 Engineering Visualization and Computation 3
- EGRM 201 Dynamics and Kinematics 3
- EGRM 202 Mechanics of Deformables 3
- EGRM 204 Thermodynamics 3
- EGRM 300 Mechanical Systems Design 3
- EGRM 303 Thermal Systems Design 3
- EGRM 309 Material Science for Engineers 3
- EGRM 311 Solid Mechanics Lab 1.5
- EGRM 312 Thermal Sciences Lab 1.5
- EGRM 321 Numerical Methods 3
- EGRM 420 CAE Design 3
- EGRN 210 Introduction to Nuclear Engineering 3
- EGRN 310 Fundamentals of Nuclear Engineering 3
- EGRN 320 Reactor Design and Systems 3
- EGRN 330 Radiation Safety and Shielding 3
- EGRN 410 Economics of Nuclear Power Production 3
- EGRN 420 Nuclear Power Plants 3
- ENGR 102 Engineering Statics 3
- ENGR 301 Fluid Mechanics 3
- ENGR 302 Heat Transfer 3
- ENGR 315 Process and System Dynamics 3
- ENGR 402 Senior Design Studio (Seminar) 1
- ENGR 403 Senior Design Studio (Seminar) 1
- ENGR 410 Review of Internship 1
- ENGR 402 Senior Design Studio (Laboratory/Project Time) 2
- ENGR 315 Process and System Dynamics 3
- Nuclear engineering electives 6

Total minimum requirement 130

Nuclear engineering electives

Mechanical engineering students completing the nuclear engineering concentration will choose two nuclear engineering elective courses from the following list. A special topic, independent study or other course may be used as a nuclear engineering elective with prior written approval of the department chair.

- EGRM 545 Energy Conversion Systems
- EGRM 561 Advanced Fluid Mechanics
- EGRM 331 Nuclear Instrumentation and Measurement
- EGRM 440 Nuclear Safety and Security
- EGRM 450 Nuclear Reactor Control and Dynamics
- EGRM 510 Probabilistic Risk Assessment
- EGRM 530 System Analysis of the Nuclear Fuel Cycle

All courses used to satisfy nuclear engineering elective requirements must be completed with a minimum grade of C.

Click here to download a sample outline.

**Mechanical engineering, minor in**

The minor in mechanical engineering consists of 21 credits and successful completion of the following courses: EGRM 201 Dynamics and Kinematics, EGRM 202 Mechanics of Deformables, EGRM 204 Thermodynamics, EGRM 300 Mechanical Systems Design, ENGR 102 Engineering Statics, ENGR 301 Fluid Mechanics and ENGR 302 Heat Transfer. A maximum of nine credits of comparable course work may be substituted with approval of the chair of the mechanical engineering department.
The School of Medicine of the then Medical College of Virginia opened on November 5, 1838, as the medical department of Hampden-Sydney College. Full-time clinical faculty members were first appointed in 1928, and improved facilities became available between 1936 and 1941 with the completion of the 600-bed West Hospital, A. D. Williams Clinic and Hunton Hall dormitory, located on the current site of the Main Hospital building. Growth in faculty students and facilities continued after World War II, leading to the development of today's academic health center.

Hospital facilities on the MCV Campus include both in-patient and out-patient facilities. MCV Hospitals of the VCU Health System is licensed for 902 beds. In addition, the hospital at the McGuire Veterans Affairs Medical Center (600 beds) provides excellent patient care, training and research opportunities for the School of Medicine through its affiliation programs.

In the School of Medicine, advanced degree programs are coordinated through the Office of the Associate Dean for Graduate Education, who acts for the dean on all issues related to administration of advanced degree programs. Each advanced-degree program is represented by a faculty member who serves as director for graduate programs. Directors are appointed either by the chair of the department offering graduate degrees or, in the case of interdisciplinary programs, by the dean in consultation with the chairs of participating departments. The directors of graduate programs act on behalf of the programs and hold the responsibility and authority to represent the respective department(s) and their faculty to the school.

Administration
1101 East Marshall Street
P.O. Box 980565
Richmond, Virginia 23298-0565
www.medschool.vcu.edu
Jerome F. Strauss III
Executive Vice-President for Medical Affairs (VCU Health System) and Dean

Accreditation
Genetic counseling (master's degree)
American Board of Genetic Counseling

Medical physics
Commission on Accreditation of Medical Physics Educational Programs

Medicine (M.D.)
Liaison Committee on Medical Education

Public health (master's degree)
Council on Education in Public Health

Faculty and facilities
The School of Medicine consists of 700 full-time faculty, including affiliates, assisted by 630 residents and fellows and more than 700 clinical voluntary faculty. Programs of instruction and research are conducted on campus, at the McGuire Veterans Affairs Medical Center and at affiliated hospitals in an effort to expose the students to the variety of clinical disorders encountered in the eastern U.S. The School of Medicine has established a geographically separate campus at the Inova Fairfax Hospital. Each year, 24 third-year students take all their clinical clerkships at Inova Fairfax Hospital. Their fourth year elective program also is based at the Inova Fairfax Hospital.
Undergraduate Bulletin

School of Nursing
The School of Nursing originated in 1893 as part of the University College of Medicine. Since then, the educational program has evolved from a basic diploma program to multiple programs at the baccalaureate-, master’s- and doctoral-degree levels. Additionally, the School of Nursing offers post-master’s certificate programs. The School of Nursing takes pride in its long history of service to the profession of nursing and continues to be a leader in nursing education in Virginia.

Administration

1100 East Leigh Street
P.O. Box 980567
Richmond, Virginia 23298-0567
(804) 828-0724
Fax: (804) 828-7743
www.nursing.vcu.edu

Jean Giddens
Dean

Ann B. Hamric
Associate Dean of Academic Programs

Marie S. Gardner
Assistant Dean for Administration and Resources, Research Support

Susan L. Lipp
Assistant Dean for Enrollment and Student Services

Suzanne McGinnis
Director of Administrative and Academic Technology

James Parrish
Director of Development

Sandra Voll
Director of Clinical Learning Center

Accreditation

The baccalaureate and master’s degree programs in nursing, as well as the post-master’s certificate program, are accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30326. The undergraduate program is approved by the Virginia Board of Nursing, and graduates are eligible to take the NCLEX RN registered nurse licensing examination.

Programs

The School of Nursing offers Bachelor of Science, Master of Science, Post-Master’s Certificate and Doctor of Philosophy programs. Curricula and admissions information pertaining to all of these programs is available on this Web site and may be accessed using the Program search feature at the top of this page.

Further information may be obtained by visiting the School of Nursing Web site at www.nursing.vcu.edu or by writing to Virginia Commonwealth University, School of Nursing, Office of Enrollment and Student Services, P.O. Box 980567, Richmond, VA 23298-0567.

Facilities and resources

The faculty and administrative offices of the school are housed at 1100 E. Leigh St. Additionally, this building has a nursing clinical resource laboratory, computer laboratory and classrooms equipped with a full range of audiovisual equipment. The faculty and administrative offices of the school are housed at 1100 E. Leigh St. Additionally, this building has a nursing clinical resource laboratory, computer laboratory and classrooms equipped with a full range of audiovisual equipment. Both graduate and undergraduate courses are also scheduled in other classrooms on campus.

The clinical laboratories for nursing courses are conducted at the VCU Medical Center and in numerous other urban and rural hospitals and health agencies in the area, including community medical centers and state hospitals, public health services, private clinics and offices, and federal and state centers and departments. These facilities provide generalized and specialized inpatient and ambulatory services. Students are given a range of diverse experiences in hospital and community-oriented nursing. Selection of specific facilities for student experience is based upon curricular and advanced-practice certification requirements, the educational needs of the individual student and the services available.

School honors, scholarships and awards

Applications for financial assistance must be filed for all forms of financial assistance, including traineeships. A Free Application for Federal Student Aid may be obtained from the Office of Financial Aid, Virginia Commonwealth University, Richmond, VA 23298-0244. Limited financial assistance is available through traineeships and scholarships administered by the School of Nursing. An application for financial assistance from School of Nursing sources will be made available to applicants and enrolled students. The school form must be completed in addition to the FAFSA submitted to the Office of Financial Aid.

Departments

Department of Adult Health and Nursing Systems

D. Patricia Gray
Associate Professor and Department Chair

Department of Family and Community Health Nursing

Debra E. Lyon
Associate Professor and Department Chair

Nursing courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level. Follow this link to nursing (NURS) courses.

Undergraduate information

Admission requirements

Applications for admission are welcome from men and women from any cultural or ethnic background who are interested in a career in professional nursing. Students are admitted as sophomores. High school seniors can be admitted to the VCU Honors College and will have guaranteed admission to the School of Nursing as sophomores if they are in good academic standing with the Honors College. Admission into the School of Nursing is competitive. Applicants should follow the university guidelines in the “Admission to the University” section of this bulletin. Minimum admission criteria require that an applicant must be eligible for readmission to or in good standing at the last college attended and have a minimum GPA of 2.5 based on a 4.0 scale. Grades lower than C in any of the required courses are not acceptable for transfer. Admission GPA is calculated on courses required for the School of Nursing. Applicants should submit SAT (verbal and math), ACT or GRE scores. All applicants to the undergraduate program must have a minimum of at least 900 combined critical reading and math on the SAT (with neither score below 400) or a comparable score on the ACT or GRE to be considered for admission to the program. Applicants are required to complete an application and submit required transcripts, references and standardized test scores. Applicants to the R.N.-B.S. program are not required to submit standardized test scores.

Applicants for admission to the undergraduate program who wish to be considered for early acceptance will be considered if the following criteria are met:

1. Submission of the complete application by Nov. 1.

2. GPA of at least 3.4 on a 4.0 scale (calculated from a minimum of 30 semester hours of credit).

3. SAT test scores of at least 1100 combined verbal and math recomputed.

Applicants who hold a baccalaureate degree from an accredited institution in another discipline, but are not registered nurses, may apply to either the traditional or accelerated B.S. program.

Applicants who are registered nurses and who seek a baccalaureate degree apply to the R.N.-B.S. completion program. In addition to traditional admission criteria, applicants must meet the following requirements to be considered:

1. Be graduates of accredited (NLNAC) diploma or associate degree programs in nursing.
2. Hold a current R.N. license or authorization to practice as an R.N. in Virginia or obtain a visa screen certificate issued by the Commission of Graduates of Foreign Nursing Schools.

In addition to the above criteria, highly qualified applicants to the R.N.-B.S. program who meet the following criteria are eligible for guaranteed admission:

1. Cumulative GPA of 3.0 on all college courses

2. No grade less than B in any nursing class

3. Three recommendations that highly recommend or recommend without reservation

In addition to taking courses, R.N. students may establish credit toward the baccalaureate degree in several ways:

1. Through transfer of credit from other colleges

2. Through proficiency examinations using the College Level Examination Program for general education and through National League for Nursing standardized examinations for anatomy, physiology, microbiology and nutrition

Information about the CLEP tests may be obtained from the Web at www.has.vcu.edu/bis/clep, or from the CLEP Administrator, Office of Interdisciplinary Studies and Special Student Advising, Virginia Commonwealth University, P.O. Box 142002, Richmond, VA 23284-2002, (804) 828-2333. CLEP tests are offered by appointment. Subject examinations are available in multiple areas as listed in information available for the College Entrance Examination Board. Students may earn full course credit by examination for general education courses.

General education requirements

Traditional program

Tier I: (6 credit hours)
- UNIV 111 and 112

Tier II: (20 credit hours)
- Quantitative literacy: STAT 210 or higher (3)
- Research and academic writing: NURS 345 (6)
- Humanities/fine arts: PHIL 201 (3)
- Social/behavioral sciences: PSYC 101 (4)
- Natural/physical sciences: BIOL 101 and BIOZ 101 (lab) (4)

Tier III: Capstone course (5 credit hours)
- NURS 496

General education: (37 credit hours)
- UNIV 200 (3)
- Sociology (3)
- Lab science (4)
- Anatomy (4)
- Physiology (4)
- Microbiology (4)
- Nutrition (3)
- Developmental psychology (3)
- Electives (9 credit hours, of which 6 must be 300-level or higher courses)

Nursing major: NURS 201, 202, 261, 325, 335, 355, 365, 366, 371, 416, 425, 471, 478 (55 credit hours)

Total for the degree: 123 credit hours (66 total credits in nursing major)

R.N.-B.S. completion program

Tier I and Tier II: Waived

Tier III: Capstone course (3 credit hours)
- NURS 488

General education and prerequisite course work (53 credit hours)
- STAT 210, its equivalent, or higher (3)
- Anatomy (4)
- Physiology (4)
- English composition (6)

Additionally, students must have completed at least 24 credit hours of the following courses required for the B.S. degree:

- Philosophy (3)
- Humanities (9)
- General psychology (3)
- Developmental psychology (3)
- General sociology (3)
- College lab science (8)
- Microbiology (4)
- Nutrition (3)

(All general education courses must be completed prior to or concurrently with the final required nursing course(s)).)

Nursing major: NURS 301, 307, 308, 367, 407, 410, 415, 461, 477 (29 credit hours)

Proficiency credits: Awarded after completion of NURS 308 (38 credit hours)

Total for the degree: 123 credit hours (32 total credits in nursing major)

Accelerated B.S. program

Tier I and II: Met by previous baccalaureate degree (39 credit hours)

Tier III: Capstone course (5 credit hours)
- NURS 496

Nursing prerequisites: anatomy, physiology, microbiology, statistics and developmental psychology covering the lifespan (18 credit hours)

Nursing major: NURS 201, 202, 261, 325, 335, 345, 355, 365, 366, 371, 416, 425, 471, 478 (61 credit hours)

Total for the degree: 123 credit hours (66 total credits in nursing major)

Academic regulations

Progression

Completion of degree requirements – time limit
- CPR
- Health requirements
- Computer proficiency requirement
- HIPAA certification training
- FERPA Compliance in Clinical Areas
- Other requirements
- Separation from the school
- Readmission

Progression

The minimum passing grade in the general education courses and the nursing major is a C/satisfactory. Any nursing student who receives less than a C/satisfactory in any course required for the baccalaureate degree must repeat the course with a C/satisfactory or better. Progression to the next level of all prerequisite clinical courses is based upon satisfactory completion of all prerequisite courses of the current year. Non-clinical courses at the next level in the nursing major may be taken before students officially progress to that level. Appeal of all progression issues is made to the Undergraduate Program Committee. The clinical laboratory grading system is satisfactory or unsatisfactory. Unsatisfactory clinical application results in a grade of F for the course.

A student may fail a clinical course prior to the completion of the course under certain circumstances. A student whose conduct is judged to be clinically unsafe may be dismissed at any time from a clinical unit. Unsafe clinical performance is defined as behavior that is actually or potentially injurious to patients or staff and is out of the range of ordinary student mistakes. Dismissal for the remainder of the
There are additional requirements for satisfactory progression in the School of Nursing and all students are responsible for compliance with additional school policies, listed in the School of Nursing Policy Manual, available on the School of Nursing Web site at www.nursing.vcu.edu.

Further, any student who has been convicted of a felony may be ineligible for licensure or employment as a registered nurse in Virginia. Students or applicants should address any questions of this nature to a legal adviser prior to entry.

Completion of degree requirements – time limit
Once the student enrolls in the School of Nursing, the degree requirements must be completed within six calendar years. The credentials and programs of a candidate unable to meet this requirement may be evaluated by the Undergraduate Program Committee upon request. Such a candidate may have to meet additional requirements established during the interval since matriculation.

CPR
Students entering the School of Nursing are required to have current certification in Basic Life Support for Health Care Workers from the American Heart Association before they begin their first clinical nursing course and maintain certification throughout enrollment in VCU School of Nursing.

Students must show a valid CPR certification to the Office of Enrollment and Student Services prior to the first day of classes of each academic year. Students with expired BLS certification will be unable to enroll in clinical courses.

Health requirements
All nursing students will have an annual TB screening valid for the academic year. Nursing students enrolled in clinical courses are also required to complete the hepatitis B vaccination series or to provide proof of a positive antibody titer to the Office of Enrollment and Student Services. The first injection of the series must be received prior to matriculation into the School of Nursing. Any university health-related requirement for full-time students shall also apply to part-time students. Students who have not completed the above requirements may not enroll in clinical courses. Students are required to present annual documentation to the Office of Enrollment and Student Services by the published deadlines.

HIPAA certification training
All students must complete HIPAA training prior to enrollment in their first clinical course.

FERPA Compliance in clinical areas
By a student’s signature on the Student Record Certification Form, the student authorizes the following:

“In my clinical experiences, faculty may discuss my clinical performance with my preceptor or others who supervise my clinical work, including whether my performance is satisfactory.”

Other requirements
As a condition for participation in a practicum or internship experience, students may be required, by the facility providing the experience, to disclose or allow the university to disclose, information about their health status or immunizations, academic status or achievements, licensure status, and other information. Further, students may be required, by the facility providing the practicum or internship experience, to undergo a criminal background check, submit to drug screening, waive their right to sue the facility, comply with regulations of the facility and other requirements.

Separation from the school
Before withdrawing from the School of Nursing, the student must drop or withdraw from all nursing courses. The student should contact the university registrar for any additional guidance and requirements for separation from the school.

Readmission
Following dismissal from the School of Nursing, a student may not apply for readmission for two consecutive semesters, including the summer session. In order to be considered for possible readmission, a student must do the following:

1. Obtain an educational assessment from the Office of Health Careers/Education and Special Services for Students on the MCV Campus (or a comparable agency) or document an assessment completed no earlier than the student's last semester of attendance at VCU.

2. Take a minimum of 9 credits at an academic institution and attain a minimum GPA of 3.0 on these credits.

3. Submit a complete readmission packet:
   - Include a reference letter from a faculty member in one of the courses taken since dismissal from the program.
   - In the personal statement accompanying the admission packet, demonstrate insight into the reasons for the dismissal and present a thoughtful, reasoned plan for success, if readmitted.

The above is intended neither to be all-inclusive nor to imply that completing these activities guarantees a successful application for readmission. Additional information relevant to the student’s particular situation may be required by the Undergraduate Program Committee. All courses required for the nursing major that are taken after the student is readmitted to the program, must be completed with a grade of C/satisfactory or better. If a course is failed with a D/unsatisfactory or below, the student may not proceed in the nursing major and is dismissed from the School of Nursing.

When a student is readmitted after a previous dismissal from the program, the student may not enroll in more than 13 credits per semester of attendance unless the number of nursing credits required by the student’s curriculum plan is greater. In this case, the student may enroll in no more than 15 credits, including nursing courses, per semester. Once a readmitted student has attained a term GPA of at least 3.0 for at least two consecutive semesters, the credit limit will be rescinded.

Information: The Office of Health Careers/Education and Special Services for Students is located in the VMI Building at 1000 E. Marshall St., Room 202 and can be contacted at (804) 828-9782. Courses to demonstrate amelioration of academic deficiencies may be taken at an appropriate two- or four-year institution. The student should carefully consider the academic difficulties encountered in the School of Nursing and select courses that demonstrate mastery of particular content or directly related skills (e.g. critical thinking or problem solving). That is to say, a broad array of topics from the academic disciplines may be appropriate, particularly if they help the student to think critically, to analyze information or to develop competent writing skills.

Preparatory study for nursing
The University College provides programs in preparation for admission into health sciences programs. For detailed information on pre-nursing, see Preparation for the study of nursing in the UC section of this bulletin.

Nursing, Bachelor of Science (B.S.), accelerated program

Special requirements
Students who hold a bachelor’s degree in a field other than nursing from a regionally-accredited college or university can be considered for the accelerated bachelor’s program.

Students accepted to the accelerated B.S. program are admitted as sophomores and will have met the general education and admission requirements with the previous baccalaureate degree, with the exception of the following courses that must be completed prior to enrollment: anatomy, physiology, microbiology, developmental psychology and statistics. Minimum grade requirements apply.

The School of Nursing offers the following curricula in the baccalaureate program: the traditional, the accelerated B.S. and the R.N.-B.S. completion. Successful completion of curricular requirements results in a Bachelor of Science degree. Note that the applicant is responsible for seeking advice from the School of Nursing on courses taken prior to admission.

Degree requirements for Nursing, Bachelor of Science (B.S.), accelerated program

Learning outcomes
Students will achieve an advanced beginner level of nursing competence by demonstrating

- Effective therapeutic nursing practice
- Nursing judgment
A spirit of inquiry
Professional identity

Upon completing this program, students will know and know how to do the following:

The graduate is a knowledgeable professional nurse who will:

1. Diagnose actual and potential health problems based on a comprehensive and focused assessment of health and illness parameters, using developmentally, culturally and ethnically appropriate approaches.
2. Plan and implement holistic, evidence-based, patient centered care to patients, families, communities, and populations across the health illness continuum, across the lifespan, and across settings.
3. Carry out a systematic and ongoing evaluation of identified outcomes.
4. Employ strategies to promote health and prevent disease in patients, families, communities and populations.
5. Use nursing judgment as a basis for decision making.
6. Create a safe care environment that results in high quality patient outcomes.
7. Use psychomotor skills for efficient, safe, and compassionate delivery of patient care.
8. Use written, verbal, non-verbal and emerging technology methods to communicate effectively and to measure, record, and retrieve healthcare data, implement the nursing process, and enhance nursing practice.
9. Collaborate with other healthcare professionals to plan, deliver, and evaluate nursing care within the context of quality and safety and considering human, fiscal, and material resources.
10. Express own identity as a nurse by adhering to professional standards of ethical and legal conduct.
11. Demonstrate beginning level leadership and management skills that reflect accountability, interpersonal effectiveness, and principles of ethical behavior and quality improvement.
12. Articulate the value of pursuing lifelong learning and professional engagement to foster professional growth and development.
13. Integrate theories and concepts from liberal education to build an understanding of the human experience and help patients, families, and communities continually progress toward fulfillment of human capacities.
14. Develop an awareness of variables influencing nursing practice and delivery of health care including health care access, allocation of human, fiscal, and material resources, and health disparities.

**Major requirements (66 credits)**
- NURS 201 Concepts of Nursing 3
- NURS 202 Technologies of Nursing Practice 4
- NURS 261 Health Assessment for Nursing Practice 3
- NURS 325 Nursing of Adults I 6
- NURS 335 Nursing of Women 6
- NURS 345 Nursing of Children 6
- NURS 355 Psychiatric-Mental Health Nursing 5
- NURS 365 Nursing Science I 3
- NURS 366 Nursing Science II 3
- NURS 371 Evidenced Based Practice 3
- NURS 416 Community Health Nursing 5
- NURS 425 Nursing of Adults II 6
- NURS 471 Evidenced-based Practice in Nursing 2
- NURS 478 Leadership and Management in Health Care: Theory and Application 6
- NURS 496 Senior Synthesis (University Core Capstone) 5

**Total minimum requirement** 123

Click here to download a sample outline.

**Commuting and community practice**

Students are assigned to a variety of hospitals and health agencies. Occasionally, these assignments may include evening hours or weekends. Transportation is sometimes available to reach these assignments, but use of an automobile is often necessary, especially in community health nursing. Transportation costs vary widely each semester and may range from very little to more than $100. Students who anticipate need of financial assistance for transportation costs should apply to the Office of Financial Aid in advance.

**Nursing, Bachelor of Science (B.S.), R.N.-B.S. completion program**

**Special requirements**

Students accepted into the R.N.-B.S. completion program must complete the following prerequisite courses prior to enrollment: anatomy, English composition I and II, physiology and statistics.

A minimum of 24 credits of the following general education courses must be completed prior to enrollment: introductory psychology, developmental psychology, general sociology, laboratory science I and II, microbiology, nutrition, philosophy, and humanities I, II and III. All general education course requirements must be completed prior to enrollment in, or concurrently with, the final required nursing course(s).

If the applicant has a bachelor’s degree in another discipline, the University Core Education Curriculum requirements and General Education requirements for the R.N.-B.S. completion program will be met with the previous baccalaureate degree with the exception of the following courses that must be completed prior to enrollment: anatomy, physiology, microbiology, statistics and developmental psychology.

In addition to the above criteria, highly qualified applicants to the program who meet the following criteria are eligible for guaranteed admission:

- Cumulative GPA of 3.0 on all college courses
- Minimum grade of B on any nursing class
- Three recommendations that highly recommend or recommend without reservation

The School of Nursing offers the following curricula in the baccalaureate program: the traditional, the accelerated B.S. and the R.N.-B.S. completion. Successful completion of curricular requirements results in a Bachelor of Science degree. Note that the applicant is responsible for seeking advice from the School of Nursing on courses taken prior to admission.
Degree requirements for Nursing, Bachelor of Science (B.S.), R.N-B.S. completion program

Learning outcomes

Students will achieve an advanced beginner level of nursing competence by demonstrating

- Effective therapeutic nursing practice
- Nursing judgment
- A spirit of inquiry
- Professional identity

Upon completing this program, students will know and know how to do the following:

The graduate is a knowledgeable professional nurse who will:

1. Diagnose actual and potential health problems based on a comprehensive and focused assessment of health and illness parameters, using developmentally, culturally and ethnically appropriate approaches.
2. Plan and implement holistic, evidence-based, patient centered care to patients, families, communities, and populations across the health illness continuum, across the lifespan, and across settings.
3. Carry out a systematic and ongoing evaluation of identified outcomes.
4. Employ strategies to promote health and prevent disease in patients, families, communities and populations.
5. Use nursing judgment as a basis for decision making.
6. Create a safe care environment that results in high quality patient outcomes.
7. Use psychomotor skills for efficient, safe, and compassionate delivery of patient care.
8. Use written, verbal, non-verbal and emerging technology methods to communicate effectively and to measure, record, and retrieve healthcare data, implement the nursing process, and enhance nursing practice.
9. Collaborate with other healthcare professionals to plan, deliver, and evaluate nursing care within the context of quality and safety and considering human, fiscal, and material resources.
10. Express own identity as a nurse by adhering to professional standards of ethical and legal conduct.
11. Demonstrate beginning level leadership and management skills that reflect accountability, interpersonal effectiveness, and principles of ethical behavior and quality improvement.
12. Articulate the value of pursuing lifelong learning and professional engagement to foster professional growth and development.
13. Integrate theories and concepts from liberal education to build an understanding of the human experience and help patients, families, and communities continually progress toward fulfillment of human capacities.
14. Develop an awareness of variables influencing nursing practice and delivery of health care including health care access, allocation of human, fiscal, and material resources, and health disparities.

Major requirements (70 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NURS 301</td>
<td>Information Literacy in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NURS 307</td>
<td>Foundations of Professional Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 308</td>
<td>Foundations of Professional Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NURS 367</td>
<td>Applied Principles of Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>NURS 407</td>
<td>Using Evidence in Clinical Practice</td>
<td>2</td>
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<tr>
<td>NURS 410</td>
<td>Applied Ethics in Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 415</td>
<td>Community Health Nursing: Theory and Application</td>
<td>5</td>
</tr>
<tr>
<td>NURS 461</td>
<td>Advanced Clinical Assessment</td>
<td>3</td>
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<td>NURS 477</td>
<td>Leadership and Management in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>NURS 488</td>
<td>Practicum in Clinical and Management Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

((University Core capstone))

Upper-division proficiency credits awarded after successful completion of NURS 308

Total minimum requirement 123

Click here to download a sample outline.

Commuting and community practice

Students are assigned to a variety of hospitals and health agencies. Occasionally, these assignments may include evening hours or weekends. Transportation is sometimes available to reach these assignments, but use of an automobile is often necessary, especially in community health nursing. Transportation costs vary widely each semester and may range from very little to more than $100. Students who anticipate need of financial assistance for transportation costs should apply to the Office of Financial Aid in advance.

Nursing, Bachelor of Science (B.S.), traditional program

Special requirements

Students accepted into the traditional B.S. program are admitted as sophomores. Completion of the following courses is required for enrollment as a sophomore: English composition I and II, introductory psychology, general sociology, laboratory science, anatomy and nutrition. Students may receive conditional admission with initial minimum grade requirements.

The University College provides programs in preparation for admission into health sciences programs. For detailed information on pre-nursing, see Preparation for the study of nursing in the UC section of this bulletin.

The School of Nursing offers the following curricula in the baccalaureate program: the traditional, the accelerated B.S. and the R.N.-B.S. completion. Successful completion of curricular requirements results in a Bachelor of Science degree. Note that the applicant is responsible for seeking advice from the School of Nursing on courses taken prior to admission.

Degree requirements for Nursing, Bachelor of Science (B.S.)

Learning outcomes

Students will achieve an advanced beginner level of nursing competence by demonstrating

- Effective therapeutic nursing practice
- Nursing judgment
- A spirit of inquiry
- Professional identity

Upon completing this program, students will know and know how to do the following:

The graduate is a knowledgeable professional nurse who will:

1. Diagnose actual and potential health problems based on a comprehensive and focused assessment of health and illness parameters, using developmentally, culturally and ethnically appropriate approaches.

Admission requirements (minimum 53 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>Anatomy</td>
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</tr>
<tr>
<td>Developmental psychology</td>
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<td>3</td>
</tr>
<tr>
<td>English composition I and II</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>General philosophy</td>
<td></td>
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</tr>
<tr>
<td>General sociology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Humanities electives</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Introductory psychology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Laboratory science I and II</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
2. Plan and implement holistic, evidence-based, patient centered care to patients, families, communities, and populations across the health illness continuum, across the lifespan, and across settings.

3. Carry out a systematic and ongoing evaluation of identified outcomes.

4. Employ strategies to promote health and prevent disease in patients, families, communities and populations.

5. Use nursing judgment as a basis for decision making.

6. Create a safe care environment that results in high quality patient outcomes.

7. Use psychomotor skills for efficient, safe, and compassionate delivery of patient care.

8. Use written, verbal, non-verbal and emerging technology methods to communicate effectively and to measure, record, and retrieve healthcare data, implement the nursing process, and enhance nursing practice.

9. Collaborate with other healthcare professionals to plan, deliver, and evaluate nursing care within the context of quality and safety and considering human, fiscal, and material resources.

10. Express own identity as a nurse by adhering to professional standards of ethical and legal conduct.

11. Demonstrate beginning level leadership and management skills that reflect accountability, interpersonal effectiveness, and principles of ethical behavior and quality improvement.

12. Articulate the value of pursuing lifelong learning and professional engagement to foster professional growth and development.

13. Integrate theories and concepts from liberal education to build an understanding of the human experience and help patients, families, and communities continually progress toward fulfillment of human capacities.

14. Develop an awareness of variables influencing nursing practice and delivery of health care including health care access, allocation of human, fiscal, and material resources, and health disparities.

Credits

**Admission requirements (minimum 28 credits)**

- BIOL and BIOZ 101 Biological Concepts and Laboratory (fulfills University Core: natural/physical sciences)
- BIOL 205 Basic Human Anatomy (4)
- BIOL 217 Principles of Nutrition (3)
- PSYC 101 Introduction to Psychology (fulfills University Core: social/behavioral sciences) (4)
- SOCY 101 General Sociology (3)
- UNIV 111 Focused Inquiry I (University Core requirement) (3)
- UNIV 112 Focused Inquiry II (University Core requirement) (3)
- Approved second laboratory science (4)

**University Core Education Curriculum (9 additional credits)**

- UNIV 111 Focused Inquiry I (fulfilled through admission requirements) (3)
- UNIV 112 Focused Inquiry II (fulfilled through admission requirements) (3)
- UNIV 200 Writing and Rhetoric (3)
- Approved humanities/fine arts (3)
- Approved natural/physical sciences (fulfilled through admission requirements) (3)
- Approved quantitative literacy (3)
- Approved social/behavioral sciences (fulfilled through admission requirements) (3)

**Collateral requirements (11 credits)**

- BIOL and BIOZ 209 Medical Microbiology and Laboratory (4)
- PHIL 201 Critical Thinking About Moral Problems (fulfills University Core: humanities/fine arts) (3)
- PHIS and PHIZ 206 Human Physiology and Laboratory (4)
- PSYC 304 Developmental Psychology (3)
- STAT 210 Basic Practice of Statistics or higher (fulfills University Core: quantitative literacy) (3)

**Major requirements (66 credits)**

- NURS 201 Concepts of Nursing (3)
- NURS 202 Technologies of Nursing Practice (4)
- NURS 261 Health Assessment for Nursing Practice (3)
- NURS 325 Nursing of Adults I (6)
- NURS 335 Nursing of Women (6)
- NURS 345 Nursing of Children (6)
- NURS 355 Psychiatric-Mental Health Nursing (5)
- NURS 365 Nursing Science I (3)
- NURS 366 Nursing Science II (3)
- NURS 371 Evidenced Based Practice (3)
- NURS 416 Community Health Nursing (5)
- NURS 425 Nursing of Adults II (6)
- NURS 471 Evidenced-based Practice in Nursing (2)
- NURS 478 Leadership and Management in Health Care: Theory and Application (6)
- NURS 496 Senior Synthesis (University Core Capstone) (5)

**Electives (9 credits)**

- Elective (3)
- Electives at 300 level or higher (6)

**Total minimum requirement**

123

Click here to download a sample outline.

**Commuting and community practice**

Students are assigned to a variety of hospitals and health agencies. Occasionally, these assignments may include evening hours or weekends. Transportation is sometimes available to reach these assignments, but use of an automobile is often necessary, especially in community health nursing. Transportation costs vary widely each semester and may range from very little to more than $100. Students who anticipate need of financial assistance for transportation costs should apply to the Office of Financial Aid in advance.
The School of Pharmacy was established officially in 1898; the University College of Medicine had a school of pharmacy when it opened in 1893. The two-year curriculum gave way to a three-year program in 1925, and in 1932 the school required four years of college work and a Bachelor of Science degree was awarded. In 1960, the program lengthened to a five-year course leading to a Bachelor of Science in Pharmacy degree. In 1975, authority was granted to offer to selected students a six-year program leading to the Doctor of Pharmacy degree and this program was adopted as the only professional offering by the school in 1995. The School of Pharmacy currently enrolls students in a four-year professional Doctor of Pharmacy program curriculum following completion of at least three years of pre-professional studies taken at VCU or elsewhere. In 1996 a part-time program was offered that permits current Bachelor of Science in Pharmacy degree holders to earn the Doctor of Pharmacy degree in a nontraditional format requiring students to come to campus infrequently. This program is in the process of being phased out and no longer accepts students for enrollment. Since 1971, all pharmacy students have participated in a clerkship program (now referred to as advanced pharmacy practice experiences) during the final year of the curriculum. Beginning 2008, the school added introductory pharmacy practice experiences during the first three years of the program to gradually transition the student from the academic classroom setting into the practice arena. Students spend their final year in a variety of practice settings under the supervision of highly qualified faculty preceptors.

The authority to award graduate degrees in the pharmaceutical sciences was granted by the Graduate Council in 1952. Departments in the school have the responsibility for administering a graduate program leading to the M.S. and Ph.D. in Pharmaceutical Sciences. This program includes areas of specialization in medicinal chemistry, pharmaceutics, pharmacotherapy and pharmacy administration. These programs provide the preparation and research experience for academic, governmental and industrial careers. Graduate degrees in pharmaceutical sciences do not provide eligibility for licensure as a pharmacist.

Students may elect to pursue a joint Pharm.D./M.S., Pharm.D./Ph.D., Pharm.D./M.B.A. or Pharm.D./M.P.H. program. Such students must apply to, and be accepted by, both programs separately.

### Administration

**410 N. 12th St,**
**P.O. Box 980581**
**Richmond, VA 23298-0581**
**(804) 828-3000**
**(Fax (804) 827-0002**
[http://www.pharmacy.vcu.edu](http://www.pharmacy.vcu.edu)

**Victor A. Yanchick**
**Dean**

### Accreditation and Complainant policy

#### Pharmacy (Pharm.D.) accreditation

The Doctor of Pharmacy degree program at the Virginia Commonwealth University School of Pharmacy is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), 20 N. Clark St., Suite 2500, Chicago, IL 60602-5109. Accreditation standards are available in the school’s Office of Admissions and Student Services and via the ACPE website at [www.acpe-accredit.org](http://www.acpe-accredit.org). Additionally, the school is a member of the American Association of Colleges of Pharmacy.

#### Complainant policy

ACPE has an obligation to assure itself that any institution that seeks accreditation status for its professional degree program conducts its affairs with honesty and frankness. Students who have complaints about the school’s ability to meet accreditation standards or adhere to ACPE policies and procedures shall be submitted in writing to the Associate Dean for Admissions and Student Services, VCU School of Pharmacy, 410 N. 12th St., Room 500, Richmond, VA 23298-0581. The complainant is welcome to make an appointment to meet with school administrators to discuss his or her complaints and options for resolution. If they are not satisfied with the response by the school’s representative/s, then complainants may contact ACPE at 135 S. LaSalle St., Suite 4100, Chicago, IL 60603 or [www.acpe-accredit.org/complaints](http://www.acpe-accredit.org/complaints) with a complaint. A record of written complaints about the school’s adherence to ACPE accreditation standards or policies and procedures will be maintained for ACPE to review at the time of an accreditation site visit.

### Statement of purpose

The School of Pharmacy at Virginia Commonwealth University exists to provide exceptional programs benefiting the commonwealth of Virginia and society by offering the highest quality education and training for the development of health care practitioners, scientists, professional leaders and responsible citizens. These individuals are committed to shaping the health care world of tomorrow while serving society’s health care needs today.

### Facilities

The School of Pharmacy is located in the Robert Blackwell Smith Building at 12th and East Clay streets. This building — named in honor of a distinguished former dean of pharmacy, former president of the Medical College of Virginia and former provost of the MCV Campus — was completed in 1984 with the help of contributions from many alumni and friends of the School of Pharmacy. Additional classrooms, offices and laboratories are located in McGuire Hall and the Virginia BioTechnology Research Park, both located within a few blocks of the Smith Building.

Classes for students in pharmacy also are conducted in Sanger Hall, located between 11th and 12th streets on East Marshall Street, and McGuire Hall, located at the corner of 12th and Clay streets. In conjunction with the VCU Health System, students receive clinical experience in the VCUHS’s MCV Hospitals and clinics. Other facilities available for teaching include area hospitals and pharmacies. The major library holdings are in the Tompkins-McCaw Library at 12th and East Clay streets.

Location in a major health sciences center provides excellent opportunities for interdisciplinary research and access to clinical facilities. The school is well equipped for graduate research and provides leadership to the VCU Institute for Structural Biology and Drug Discovery at the Virginia BioTechnology Research Park. The institute makes use of synthetic medicinal chemistry, X-ray crystallography, NMR, protein and nucleic acid chemistry, bacterial enzymology, and molecular pharmacology to promote drug development. Several businesses have been spawned through the institute and two new drugs have entered clinical trials.

The Department of Pharmacy supports the Center for Drug Studies (CDS), a fully staffed facility for conducting Phase I-II research in humans.
The oldest of its kind in the South, Virginia Commonwealth University’s School of Social Work was established in 1917 as the Richmond School of Social Economy. Later renamed the School of Social Work and Public Health, it became the first unit of Richmond Professional Institute. The school was created initially in response to community needs in working with World War I veterans and their social and health problems. Subsequent development of the school has expanded activity into all areas of human service.

With the creation of VCU in 1968, the School of Social Work became a unit of what is now the university’s Monroe Park Campus. The school offers baccalaureate-, master’s- and doctoral-level programs in Richmond, and the capital provides educational opportunities in many state government agencies. Through 2012 VCU’s School of Social Work also offers an off-campus M.S.W. program in Northern Virginia. Located in Alexandria, its proximity to Washington, D.C. allows additional field opportunities with federal agencies and national organizations.

Social work education at VCU is highly individualized and is characterized by a close relationship between faculty and students. Faculty members help students learn the form and method of social work practice, and students are encouraged to discover their own unique style of helping others. The school’s educational programs are designed to prepare students for practice in many different kinds of social agencies. A combination of classroom courses and concurrent fieldwork experiences facilitates integration of knowledge, attitudes and skills necessary for professional practice. The integrated class and fieldwork curriculum offers students the opportunity to acquire a substantial base in social work practice, patterns of human behavior and development, organization and operation of social welfare programs and policies, the methods of scientific inquiry in social work, and the needs of special populations.

The profession of social work

The goals of the profession of social work are to provide services to persons who are vulnerable due to a lack of personal, social and/or institutional resources to meet their emotional, health and economic needs. Social work practice is the application of professional knowledge, skills and values across a range of settings and populations. The focus of practice is on individuals, couples, families, groups and communities. In addition to direct clinical social work practice, social workers are involved in the administration of human service programs, social planning, the development of social policies, research and evaluation, and teaching.

In order to achieve the goals of promoting social justice and enhancing well-being for individuals, families, groups and communities, social workers provide a variety of services primarily in public and nonprofit organizational contexts. Examples of the range of settings in which social workers practice include community centers, public social services, child welfare, residential treatment facilities, schools, community mental health agencies, family and children’s service agencies, psychiatric and acute care hospitals, substance abuse treatment facilities, services for the elderly, court services and adult and juvenile rehabilitation facilities.

Professional education for social work practice dates to the early 1900s. The contributions of the profession are evidenced in health and mental health care, the well-being of children and families, the development and implementation of social policies, the planning, delivery and evaluation of human services, and a broad base of research on the human condition. The knowledge base of the profession and the integration of related social, behavioral and biological sciences acquired through professional education facilitates the contributions of social workers in multidisciplinary contexts.

Social work practice is designed to enrich quality of life by enabling individuals, groups, communities and organizations to achieve their greatest potential development. The goal of the School of Social Work at VCU is to provide professional education in response to these needs.

Administration

1001 West Franklin Street
P.O. Box 842027
Richmond, Virginia 23284-2027
(804) 828-0703
Fax: (804) 828-0716
www.vcu.edu/slwweb

James E. Hinterlong
Dean

Marcia P. Harrigan
Senior Associate Dean

Tim Davey
Associate Dean for Community Engagement and Director, Field Instruction

Kia J. Bentley
Director, Ph.D. Program

Elizabeth Dungee-Anderson
Director, M.S.W. Program

Jeffrey Schwamm
Associate Director, M.S.W. Program and Coordinator of Northern Virginia Program

Humberto Fabelo
Director, B.S.W. Program

Accreditation

VCU’s Bachelor of Social Work and Master of Social Work programs are accredited by the Commission on Accreditation of the Council on Social Work Education — the accrediting body for all schools of social work at both the baccalaureate and master’s levels. Copies of the Accreditation Standards and Curriculum Policy Statement are available in the Office of the Dean.

Financial assistance

Although financial assistance is limited, some funds are available from a variety of sources. No prospective student should refrain from seeking admission to the school for financial reasons alone. Besides the federal financial aid programs outlined in the undergraduate or graduate study areas of the bulletins, the university and the school also offer scholarships and/or teaching assistantships at all degree levels.

The H. H. Hibbs Loan Fund was established by the School of Social Work Alumni Association for short-term emergency needs. Enrolled students who wish to apply for a loan should discuss this with their faculty adviser and the associate dean.

For more information on these financial aid opportunities, visit the School of Social Work Web site at www.vcu.edu/slwweb/currentstudents/financial_support.html.

Continuing education

Continuing education is a vital part of professional development. The School of Social Work offers institutes and workshops as part of the school’s commitment to enhance social work practice and broaden educational experiences for students, social workers, field instructors and others in social service delivery systems.

State, regional and local agencies and institutions frequently identify educational and training needs in content or skill areas for selected staff members. The school, through contractual arrangements, contributes expertise in designing and implementing short-term training courses and materials.

Offerings are planned throughout the year. For further information about specific continuing education courses, visit the School of Social Work Web site at www.vcu.edu/slwweb/alumni/continuinged.html or address inquiries to the Director of Continuing Education, School of Social Work, Virginia Commonwealth University, 1001 W. Franklin St., Richmond, VA 23284-2027.

Associations and student interest groups

Alumni Association

The School of Social Work Alumni Association supports the school, its students and faculty. All graduates of the School of Social Work are members of the alumni association. The association falls under the umbrella of the VCU Alumni Association.

B.S.W. Student Association

The Baccalaureate Social Work Student Association, an organization of students in the Bachelor of Social Work Program, was established to facilitate communication among students and between the student body and the school faculty and staff. This organization plays a vital role in the educational process. Through student representation on committees within the school, BSWSA members participate in
decision-making processes. In addition, the association enables students to conduct a variety of social and professional activities throughout the year.

**M.S.W. Student Association**

The Master of Social Work Student Association is the organization of M.S.W. students enrolled in the school. Established for the purposes of facilitating communication among students and between the student body and the school, the association provides a means by which student concerns and ideas can be formulated and acted upon. It also enables students to conduct a variety of social, civic and educational activities throughout the year.

This organization plays a vital role in the educational process. Student contributions to the governance and curriculum of the school are of value to both the institution and the students. Participation in the decision-making process is accomplished through student representation on committees. Faculty and students work closely together throughout the year to meet the needs of graduate social work education. Students participate as full members of committees within the school.

**Association of Black Social Workers – VCU Chapter**

The Association of Black Social Workers was established to create and maintain an atmosphere of unity and support among black students in the School of Social Work. It serves to assist students in their personal and professional growth and development. Membership in this organization helps students to develop a keen awareness of the acute needs of the black community and the active role that must be assumed by the dedicated black professional social worker in promoting the general welfare of black citizens. To attain these goals, the organization utilizes the educational process and related experiences of students at the school and in fieldwork. Students are encouraged to participate in all phases of the academic environment.

**International Student Association (Northern Virginia Campus)**

The International Student Association provides a forum for discussion and serves as a resource for information regarding all aspects of international social work. The association sponsors lectures, speakers and open discussions. All students, faculty or alumni who are interested in international social work are invited to become members or to attend meetings.

**Doctoral Student Association**

The Doctoral Student Association is a collegial association available to all doctoral students regardless of full- or part-time status. Its primary purpose is to provide information, resources, advocacy and support to students throughout the doctoral program experience. Governance of the association is conducted on a rotating leadership and consensual basis. The Doctoral Student Association provides doctoral student representatives to various committees of the school governance structure.

**Other student interest groups**

The School of Social Work supports the development of groups that address a variety of student needs and interests.

**Social work courses**

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to undergraduate- and master’s-level social work (SLWK) courses.

This link will take you to a list doctoral-level courses in social work (SWKD).

---

The certificate program combines international social justice, foreign languages and area studies into a unique curriculum intended to equip students for careers in a variety of fields both in the United States and abroad. Students concentrating in liberal arts or social work as well as other majors are encouraged to apply. Certification through this program requires 30 hours of credits from the list of courses below.

**Curriculum requirements**

6 credits: *International studies*. Students take two of the three courses within one of the following tracks:

**Former Soviet Union**

- HIST 321, 322 History of Russia
- INTL/POLI 354 Russian and Post-Soviet Politics
- Spanish-speaking world
- HIST 109, 110 Survey of Latin American History
- ANTH/INTL 349 Rethinking a Continent: Latin America
- INTL/POLI 353 Latin American Governments and Politics

9 credits: *Languages*. Students select three courses within one of the following language tracks:

**Russian**

- RUSS 201 Intermediate Russian
- RUSS 202 Intermediate Russian Readings
- RUSS 311 Conversation and Media
- RUSS 330 Literature and Culture: _____
- RUSS 422 Russian Film
- RUSS 491 Topics in Russian

**Spanish**

- SPAN 201 Intermediate Spanish
- SPAN 202 Intermediate Spanish Readings
- SPAN 205 Intermediate Spanish Conversation
- SPAN 300, 301 Advanced Grammar and Writing
- SPAN 305 Spanish Conversation
- SPAN 307 Spanish Conversation and Film
- SPAN 311 Spanish Through the Media
- SPAN 320 Civilization of Spain I or 321 Latin American Civilization I
- SPAN 330 Survey of Spanish Literature
- SPAN 331/INTL 331 Survey of Latin American Literature
- SPAN 400 Spanish Translation
- SPAN 401/LING 401 Comparative Structures

9 credits: *International social justice.*

- INTL 341/RELS 340 Global Ethics and the World’s Religions
- SLWK 311 Social Work and Oppressed Groups
- WRLD 210 Introduction to International Social Justice Studies

3 credits: *Cross-cultural communication*. Students select one of the following courses:

- ENGL/INTL 454/ANTH 450 Cross-cultural Communication
- INTL 327/MGMT 329 Introduction to Intercultural Communication
- SLWK 230 Communication in the Helping Process

3 credits: *Experiential learning*. Students select one of the following ways in which to apply program content to international social justice settings.

- INTL 493 International Studies Internship
- Approved study abroad program
- Approved service-learning course
Learning outcomes
Upon completing this program, students will know and know how to do the following:
1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage in diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social and environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

General Education requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Core Education Curriculum (minimum 21 credits)</td>
<td></td>
</tr>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Additional General Education requirements (28 credits)
Any course with art content 2
Choose one: any ARTH (except ARTH 360), MHIS 243, any RELS, any 3
English literature, any PHIL (except 211, 212, 213, 214, 221, 222), any 3
foreign language at 200 level or above, POLI 341, POLI 342, HIST 305, 3
307, 308, 309, 336, 337, 338, 365, 366, or any topical or honors course 4
approved by program director
Choose one: BIOL 103, BIOL 201, BIOL 217, SOCS 340, PSYC 401, 3
PSYC 406, or PSYC 412
Choose one approved PHIL: PHIL 201, 211, 212, 213, 221 or 222 3
Electives from HIST, POLI or ECON 9
Foreign language at the 101 and 102 level (including ASL) 8

Collateral requirements (14-26 credits)
ANTH 103 Introduction to Anthropology 3
BIOL 101 Biological Concepts* (satisfies University Core natural/ 3
physical sciences)
BIOZ 101 Biological Concepts Laboratory* (satisfies University Core 1
natural/physical sciences)
MATH 131 Introduction to Contemporary Mathematics* (or MATH 3
141, 151, 200 satisfies approved quantitative literacy)
PSYC 101 Introduction to Psychology* (satisfies University Core social/ 4
behavioral sciences)
PSYC 304 Life Span Development Psychology 3
PSYC 407 Psychology of the Abnormal 3
SOCY 101 General Sociology 3
Select from the following: ENGL 215 or RELS 108* (satisfies University 3
Core humanities/fine arts)

Major requirements (46 credits)
SLWK 201 Introduction to Social Work 3
SLWK 230 Communication in the Helping Process 3
SLWK 311 Social Work and Oppressed Groups 3
SLWK 313 Person in Society I 3
SLWK 330 Person in Society II 3
SLWK 332 Social Work Practice: Fundamentals 3
SLWK 380 Foundations of Social Work Research I 3
SLWK 381 Foundations of Social Work Research II 3
SLWK 393 Junior Field Instruction 3
SLWK 422 Social Welfare Legislation and Services 3
SLWK 431 Person in Society III 3
SLWK 441 Social Work Practice I 3
SLWK 442 Social Work Practice II 3
SLWK 494 Senior Field Instruction I 3
SLWK 495 Senior Field Instruction II 3
SLWK 499 Senior Seminar (capstone) 1

Open electives (12 credits) 12

Total minimum requirement 121

Click here to download a sample outline.

Academic policies
Transfer students
Students who transfer into VCU from another institution as social work majors are not required to complete the UNIV 111 and 112 sequence. Instead, these students must transfer three credits in writing and composition course work with a grade of C or better (approved by the program director) in lieu of UNIV 111. Students may also transfer three additional credits in writing and composition course work with a grade of C or better (approved by the program director) in lieu of UNIV 112 or complete UNIV 200 at VCU with a grade of C or better. The remaining three credits from the UNIV 111, 112 and 200 sequence requirement may be completed as general electives. This policy applies only to students who transfer to VCU after their freshman year and may not be used by students who began their studies as freshmen at VCU.

Transfer of credits from other colleges or universities or from other programs at VCU is determined on an individual basis.

Application process
Students eligible to register for upper-level social work courses need to make an appointment with their adviser to review and complete the "Application for
VCU entered a new era when it implemented, as one of its highest priorities, a new university-wide matrix academic organization called VCU Life Sciences, created in response to the need to prepare students for the anticipated growth in new life sciences jobs in the coming decades. The skills identified for these jobs require highly interdisciplinary or multidisciplinary approaches, often falling between the boundaries of traditional academic disciplines. The way that the life sciences are understood and taught is likely to be fundamentally different, with increasing emphasis on systems biosciences as an important complement to more traditional, purely reductive approaches. The objective of Phase II of VUC’s strategic plan specifically outlines the need to bring VCU’s major academic and administrative divisions together to work on mutual initiatives that will accomplish VCU’s goal of national leadership. VCU Life Sciences is a response to that objective.

Faculty
VCU Life Sciences faculty members are drawn from departments across the university. Lists of participating faculty and academic affiliations are available on the VCU Life Sciences Web site for each program.

Facilities
VCU Life Sciences comprises the resources and interests not only of the Monroe Park Campus and the VCU Medical Center, but also the Virginia BioTechnology Research Park and the Inger and Walter Rice Center for Environmental Life Sciences, a property of 342 acres overlooking the James River in Charles City County. The $27 million Eugene P. and Lois E. Trani Center for Life Sciences houses administrative offices, the Center for Environmental Studies, state-of-the-art laboratories and classrooms, and a climate-controlled greenhouse. The Center for the Study of Biological Complexity, including the Center for High Performance Computing at VCU, is housed in Grace E. Harris Hall.

VCU Life Sciences supports two university centers for its research and teaching efforts: the Center for Environmental Studies and the Center for the Study of Biological Complexity.

Administration
1000 West Cary Street
P.O. Box 842030
Richmond, Virginia 23284-2030
(804) 827-5600
Fax: (804) 828-1961
www.vcu.edu/lifesci

Thomas F. Huff
Vice Provost for Life Sciences

Gregory A. Buck
Director of the B.S., B.S.-Master’s and Master’s Programs in Bioinformatics and Director of the Center for the Study of Biological Complexity

Herschell S. Emery
Director of Undergraduate Curricula

Gregory C. Garman
Director of the B.S., B.S.-Master’s and Master’s Programs in Environmental Studies and Director of the Center for Environmental Studies

Robert M. Tombes
Director of the Ph.D. Program in Integrative Life Sciences

VCU Life Sciences courses
Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Undergraduate and graduate Bioinformatics BNFO course descriptions.
Undergraduate and graduate Environmental Studies ENVS course descriptions.
Undergraduate and graduate Environmental Studies Laboratories ENVZ course descriptions.
Undergraduate and graduate Life Sciences LFSC course descriptions.

Undergraduate information

General education requirements
The general education program for VCU Life Sciences is designed to further the university’s commitment to a core academic experience common to all of its students while providing a solid foundation for those students seeking a 21st-century life sciences education. This general education program meets the goals and competencies of the VCU Core Curriculum, actively engaging students in a learning-centered program that helps them to make better sense of their learning by providing a core of shared academic experiences. The Core Curriculum provides students with opportunities to improve oral and written communication skills, to develop critical thinking abilities, to experience working on collaborative projects, to attain information fluency, to achieve quantitative literacy and to understand ethical perspectives and civic responsibilities in the 21st century. Moreover, the VCU Life Sciences general education program enhances the university core curriculum with courses that provide the competencies necessary for a future in the dynamic and global fields of the life sciences.

The VCU Life Sciences general education program totals 27 to 39 credit hours within the following major divisions:

- Foundational courses: 12 credit hours
- Quantitative literacy: 3-7 credit hours
- Global literacy: 0-8 credit hours
- Core competency courses: 9 credit hours

One course chosen from each of the following categories of university-approved core courses (see university core lists):
- Humanities/fine arts
- Social/behavioral sciences
- Natural/physical sciences

An approved course integrating the core curriculum program with the student’s major

Center for Environmental Studies
The undergraduate and graduate programs in environmental studies are interdisciplinary in nature, exposing students to the critical links between the areas of environmental life sciences, technology and policy.

At the undergraduate level, students gain the necessary skills for entry-level field and research positions. Class lectures and guest speakers introduce the importance of policy-making and awareness in the environmental field, while laboratory and internship experiences provide a working knowledge of the latest in environmental technology and field practices.

The graduate programs provide two options for students to further their studies in the environmental life sciences. The Master of Science in Environmental Studies is a thesis-based program designed for those individuals interested pursuing research in the environmental field. The Master of Environmental Studies (the non-thesis program) is a terminal, two-year professional degree for individuals working in the private/public sector of the environmental field.

Administration
Gregory C. Garman
Director of the B.S., B.S.-Master’s Programs in Environmental Studies and Director of the Center for Environmental Studies

www.vcu.edu/cesweb
Environmental studies courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow these links to environmental studies (ENVS) courses or the (ENVZ) laboratories.

Follow this link to life sciences (LFSC) courses.

Environmental Studies, Bachelor of Science (B.S.)

Special requirements

The Bachelor of Science in Environmental Studies requires a minimum 2.0 cumulative average in all major course work.

The Bachelor of Science in Environmental Studies requires a minimum of 120 credits.

Along with the general education requirements of VCU Life Sciences, this curriculum requires 32-33 credits in core science and mathematics courses and 37-38 credits in environmental studies core courses.

Degree requirements for Environmental Studies, Bachelor of Science (B.S.)

Learning outcomes

Upon completing this program, students will know and know how to do the following:

• Demonstrate comprehension of basic biological concepts and their integration
• Demonstrate comprehension of basic earth science concepts and their integration
• Demonstrate comprehension of basic ecological concepts and their integration
• Relate the principles of environmental science and policy
• Use basic environmental skills within the research process

General Education requirements

University Core Education Curriculum (minimum 21 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
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<td>UNIV 112 Focused Inquiry II</td>
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<tr>
<td>UNIV 200 Writing and Rhetoric</td>
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</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
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</tbody>
</table>

General education requirements (6-14 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFSC 301 Integrated Life Sciences Research</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics or STAT 212 Concepts of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Completion of a foreign language through the 102 level or an equivalent course or by placement</td>
<td>0-8</td>
</tr>
</tbody>
</table>

Collateral requirements (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201 Earth System Science (satisfies University Core natural/ physical sciences)</td>
<td>3</td>
</tr>
</tbody>
</table>

Major requirements (66-69 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 and BIOZ 151 Introduction to Biological Science I and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 152 and BIOZ 152 Introduction to Biological Science II and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 317 Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101 and CHEZ 101 General Chemistry and General Chemistry Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 102 and CHEZ 102 General Chemistry and General Chemistry Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>ECON 325 Environmental Economics</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 105/GEOG 105 and ENVZ 105/GEOZ 105 Physical Geology and Laboratory or GEOG 204 and GEOZ 204 Physical Geography and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 311/ POLI 311 Politics of the Environment</td>
<td>6</td>
</tr>
<tr>
<td>ENVS 330/BIOl 332 Environmental Pollution</td>
<td>6</td>
</tr>
<tr>
<td>ENVS 335/GEOG 335 and ENVZ 335/GEOZ 335 Environmental Geology and Laboratory</td>
<td>6</td>
</tr>
<tr>
<td>ENVS 401/GEOG 401 Meteorology and Climatology</td>
<td>6</td>
</tr>
<tr>
<td>ENVS 411/GEOG 411 Oceanography</td>
<td>6</td>
</tr>
<tr>
<td>ENVS 490 Research Seminar in Environmental Studies (capstone)</td>
<td>6</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 201 General Physics or PHYS 207 University Physics I</td>
<td>6</td>
</tr>
<tr>
<td>PHYS 202 General Physics or PHYS 208 University Physics II</td>
<td>6</td>
</tr>
<tr>
<td>SOCY 320/POLI 320 Research Methods in the Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>STAT 314 Applications of Statistics</td>
<td>6</td>
</tr>
<tr>
<td>One additional environmental studies course chosen with adviser’s approval</td>
<td>6</td>
</tr>
</tbody>
</table>

Open electives (14-27 credits)

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open electives</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Click here to download a sample outline.

Accelerated Bachelor of Science (B.S.) and Master of Environmental Studies (M. Envs.)

The accelerated B.S. and M.Envs. Program allows qualified students with a major in environmental studies to earn both degrees in five years by completing approved graduate courses during the senior years of their undergraduate program. The program will provide students with the opportunity to expand and deepen their knowledge of environmental studies while enhancing their professional credentials for the job market. Students in the program may count up to 12 hours of graduate courses toward both the B.S. and M.Envs. degrees. Thus, the student may earn the two degrees with a minimum of 141 hours. Currently, the M.Envs. Program requires students to earn 33 graduate credits.

The accelerated program is restricted to students who have demonstrated strong interest and success in environmental studies. The minimum qualification for admittance to the program is the completion of 90 undergraduate credit hours with an overall GPA of 3.0 and a GPA of 3.3 in the environmental studies major concentration. Students also are required to provide a letter of recommendation from at least one of their major professors attesting to their interest and competence in environmental studies.

Students failing to meet the minimum standards for admission to the accelerated program due to exceptional circumstances will be allowed to appeal to the environmental studies graduate admissions committee for special admission. However, under no circumstances will students who fail to meet the graduate student standards of performance outlined in the Graduate Bulletin be admitted to the accelerated program.

The environmental studies undergraduate and graduate studies program directors jointly will provide guidance for students who are accepted into the accelerated program. This guidance will include a review of all of the program degree requirements, both graduate and undergraduate, and the development of an appropriate plan of study.

The requirements for the B.S. in Environmental Studies and the Master of Environmental Studies are not reduced by the accelerated program. However, 12 hours of graduate course work may be applied toward both degrees for qualified students in the program. The table below outlines the undergraduate requirements that would be fulfilled by the corresponding graduate courses. Where special circumstances exist (e.g., student has already completed a fulfilled course prior to applying to the accelerated program), another undergraduate requirement may be
fulfilled by the listed graduate course with the approval of both the graduate and undergraduate program directors.

Accelerated B.S.-M.Envs. allowable graduate courses and undergraduate credits

<table>
<thead>
<tr>
<th>Shared graduate class</th>
<th>Undergraduate requirement fulfilled</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 543 Statistical Methods I</td>
<td>STAT 314 Applications of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 550 Ecological Risk Assessment or ENVS 670 Pollution Physiology</td>
<td>ENVS 330 Environmental Pollution</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 601 Survey in Environmental Studies</td>
<td>SOCY/POLI 320 Research Methods in Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ENVS elective</td>
<td>ENVS elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Approved graduate electives**

- ENVS/URSP 521 Introduction to Geographic Information Systems
- ENVS 591 Topics in Environmental Studies
- ENVS 602 Environmental Technology
- ENVS/PADM 628 Environmental Policy and Administration

Following the completion of the undergraduate requirements, the student may complete the master’s degree within one year. The recommended approach would be to complete the hands-on component of the degree (internship or independent study) during the summer following completion of the undergraduate requirements. All additional requirements could then be completed in two nine-hour semesters. However, students may also opt to postpone the hands-on component of the degree until the summer following the completion of all graduate course work.

Environmental Studies, Certificate in (Post-baccalaureate undergraduate certificate)

The environmental studies certificate is for students who already hold a bachelor’s degree in another field and wish to pursue studies in the environmental studies field. The certificate can help prepare students for work in such fields as industrial pollution control, municipal water treatment, environmental planning and analysis, biological monitoring, and science writing and reporting.

The Post-baccalaureate Certificate in Environmental Studies requires 36 credits, which includes four environmental courses and two statistics courses listed below. Electives to complete the certificate may be selected from the ENVS-listed courses and from courses in related departments. Consult the environmental studies program coordinator or adviser for course approvals. At least one course must be from the natural sciences and one from the social sciences. Of the 36 credits, 24 credits must be at the 300 level or above. A maximum of 11 of the environmental studies-related credits and all six of the statistics credits may be transferred from course work completed before or after receiving the bachelor’s degree. At least 18 approved credits must be taken at VCU.

Post-baccalaureate certificate students must apply for admission using an undergraduate admission form. Normally, a GPA of 2.7 or better is required for admission. Please contact the Center for Environmental Studies for the most current curriculum guidelines.

**Required courses for certificate**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 325 Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENVS/POLI 311 Politics of the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 490 Research Seminar in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics or MGMT 301 Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>URSP/ENVS/GEOG 332 Environmental Management</td>
<td>3</td>
</tr>
<tr>
<td>Three additional credits in statistics above STAT 210</td>
<td>3</td>
</tr>
</tbody>
</table>

*(Students may not receive credit for both STAT 210 and MGMT 301.)*

**Additional recommended courses**

- BIOI 151 and 152 Introduction to Biological Science I and II and BIOZ 151L and 152L, Introduction to Biological Science Laboratory I and II
- CHEM 101-102 General Chemistry and CHEZ 101 and 102 General Chemistry Laboratory I and II

Environmental Studies, minor in

The minor in environmental studies provides an overview of the field that offers an intrinsically interesting way for many students to organize elective course work while gaining knowledge important to life in the contemporary world. This program is structured to provide a multidisciplinary introduction to biophysical and social factors that affect the quality of life through the study of the scientific knowledge, policy considerations and ethical issues that constitute environmental issues. When combined with the appropriate major, an environmental studies minor can be useful to students planning careers in any area concerned with environmental processes and problems. The minor also may prepare students for study at the graduate level in such concentrations as ecology and environmental systems.

The minor in environmental studies consists of 24 credits. Required courses are listed. Electives to complete the minor may be selected from ENVS-listed courses and from courses in related departments. Consult the environmental studies program coordinator or adviser for course approvals. At least one course must be taken from the natural sciences and one course from the social sciences. Of the 24 credits, 18 must be outside the student’s major department. Twelve credits must be at the 300 level or higher.

**Required courses for minor**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ECON 325 Environmental Economics</td>
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<td>ENVS/POLI 311 Politics of the Environment</td>
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<tr>
<td>ENVS 490 Research Seminar in Environmental Studies</td>
<td>3</td>
</tr>
<tr>
<td>STAT 210 Basic Practice of Statistics or MGMT 301 Business Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Center for the Study of Biological Complexity

The Center for the Study of Biological Complexity is a new multidisciplinary focus of research and scholarly activity within VCU Life Sciences. The mission of the center is to apply the principles of complexity to contemporary biological problems in all aspects of research and scholarly activity, supporting research in integrative molecular, cellular and developmental biology.

**Administration**

**Gregory A. Buck**
Director of the B.S., B.S.-Master’s and Master’s in Bioinformatics and Director of the Center for the Study of Biological Complexity

[www.vcu.edu/csb](http://www.vcu.edu/csb)

Bioinformatics courses

Descriptions for all courses offered by the university may be accessed through the online courses database at [www.pubapps.vcu.edu/vcucourses](http://www.pubapps.vcu.edu/vcucourses). You may search by unit, subject or keyword, as well as by degree level.

Follow this link to bioinformatics (BNFO) courses.

Follow this link to life sciences (LFSC) courses.

Bioinformatics, Bachelor of Science (B.S.) with a concentration in biological/genomic

This bioinformatics program consists of a core curriculum that provides the basics of biology, chemistry, computer science and statistics, as well as an introduction to the field of bioinformatics. The bachelor’s program in bioinformatics requires breadth of training via VCU Life Sciences’ general education requirements, specific training in the collateral course work and bioinformatics core, and focused training in the areas of biology/genomics, computational science or quantitative/statistical bioinformatic through the concentration-specific courses.

Students wishing to pursue the bioinformatics major must apply for admission into the program. High school seniors as well as students transferring to VCU should follow the regular VCU admissions process and deadlines, being sure to indicate...
clearly in their application that they wish to apply to the bioinformatics program. Continuing VCU students wishing to apply to the program will find information about the application process at www.vcu.edu/csbc/bioinformatics/bachelor/index.htm or by calling the director of undergraduate curricula at (804) 828-0559 or the Center for the Study of Biological Complexity at (804) 827-0026.

Transfer students and continuing VCU students with at least 15 college credits should present a suggested college GPA of 3.0 including relevant course work in science, math or computer science.

Degree requirements for Bioinformatics, Bachelor of Science (B.S.) with a concentration in biological/genomic

Learning outcomes
Upon completing this program, students will know and know how to do the following:

- Present scientific results, both orally and in writing, in a way that makes clear to an appropriate target audience the distinction between what is known (and how) and what is merely suspected between an observation and a conclusion in a way that tells a compelling story.
- Will have demonstrated fundamental knowledge of the basic concepts of biology (particularly molecular biology), the physical sciences, mathematics, statistics and computational science and the ability to apply that knowledge within the context of bioinformatics.
- Will have demonstrated an ability to identify and analyze bioinformatics problems and strategies to solve said problems.
- Will possess an appropriate level of technical knowledge and ability necessary to address a scientific problem by exploiting biological software and datasets and creating simple bioinformatics tools.
- Will have demonstrated an ability to identify and access relevant scientific literature and draw from it in a meaningful and critical manner.

General Education requirements

**University Core Education Curriculum (minimum 21 credits)**

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</tbody>
</table>

**General education requirements (6-14 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LFSC 301 Integrative Life Sciences Research</td>
<td>3</td>
</tr>
<tr>
<td>MATH 151 Precalculus Mathematics (fulfills University Core quantitative literacy)</td>
<td>3</td>
</tr>
<tr>
<td>STAT 212 Concepts of Statistics (preferred) or STAT 210 Basic Practice of Statistics (with program approval)</td>
<td>3</td>
</tr>
</tbody>
</table>

Foreign language through 102 level or equivalent course or by placement testing 0-8

**Collateral requirements (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 200 Calculus with Analytic Geometry</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 207 University Physics I (preferred) or PHYS 201 General Physics may be substituted with program approval</td>
<td>4-5</td>
</tr>
</tbody>
</table>

**Major core requirements (43 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 151 Introduction to Biological Science I</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 152 Introduction to Biological Science II</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 218 Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>BNFO 201 Computing Skills and Concepts in Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>BNFO 251/LFSC 251 Phage Discovery I (preferred) or BIOZ 151 with program approval</td>
<td>2</td>
</tr>
<tr>
<td>BNFO 252/LFSC 252 Phage Discovery II (preferred) or BIOZ 152 with program approval</td>
<td>2</td>
</tr>
<tr>
<td>BNFO 300 Molecular Biology Through Discovery</td>
<td>3</td>
</tr>
<tr>
<td>BNFO 301/BIOL 351 Introduction to Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>BNFO 420 Applications in Bioinformatics (University Core capstone)</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 101 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 102 General Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 301 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEZ 101 General Chemistry Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>CMSC 255 Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>STAT 314 Applications of Statistics or STAT 321 Introduction to Statistical Computing</td>
<td>4 or 3</td>
</tr>
</tbody>
</table>

**Concentration-required courses (11 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOZ 476 Biology Capstone Laboratory or BIOL/BNFO 541</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory in Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BNFO 540/BIOL 540 Fundamentals of Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 302 Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 403 Biochemistry I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration electives (10 credits) — See list below.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 310 Genetics (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 310 Laboratory in Genetics (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 317 Ecology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 317 Ecology Laboratory (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 455 Immunology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 541/BNFO 541 Laboratory in Molecular Genetics (if BIOZ 476 Biology Capstone Laboratory was already taken as concentration-required course) (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 476 Biology Capstone Laboratory (if BIOL 541/BNFO 541 Laboratory in Molecular Genetics was already taken as concentration-required course) (2)</td>
<td></td>
</tr>
<tr>
<td>BIOL 550 Ecological Genetics (3)</td>
<td></td>
</tr>
<tr>
<td>BNFO 491 Special Topics in Bioinformatics* (variable)</td>
<td></td>
</tr>
<tr>
<td>BNFO 492 Independent Study* (variable)</td>
<td></td>
</tr>
<tr>
<td>BNFO 496 Undergraduate Teaching Assistantship in Bioinformatics (1-2)</td>
<td></td>
</tr>
<tr>
<td>BNFO 497 Research and Thesis* (variable)</td>
<td></td>
</tr>
<tr>
<td>CHEZ 301 Organic Chemistry Laboratory I (2)</td>
<td></td>
</tr>
<tr>
<td>CHEZ 302 Organic Chemistry Laboratory II (2)</td>
<td></td>
</tr>
<tr>
<td>CMSC 256 Data Structures and Object Oriented Programming (3)</td>
<td></td>
</tr>
<tr>
<td>HGEN 516/BIO 516 Population Genetics (3)</td>
<td></td>
</tr>
<tr>
<td>MATH 211 Mathematical Structures (3)</td>
<td></td>
</tr>
<tr>
<td>MICR 515 Principles of Molecular Microbiology (3)</td>
<td></td>
</tr>
</tbody>
</table>

* May be taken only with adviser’s permission

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Bioinformatics, Bachelor of Science (B.S.) with a concentration in computational

This bioinformatics program consists of a core curriculum that provides the basics of biology, chemistry, computer science and statistics, as well as an introduction to the field of bioinformatics. The bachelor’s program in bioinformatics requires breadth of training via VCU Life Sciences’ general education requirements, specific training in the collateral course work and bioinformatics core, and focused training in the areas of biology/genomics, computational science or quantitative/statistical bioinformatics through the concentration-specific courses.

Students wishing to pursue the bioinformatics major must apply for admission into the program. High school seniors as well as students transferring to VCU should follow the regular VCU admissions process and deadlines, being sure to indicate clearly in their application that they wish to apply to the bioinformatics program. Continuing VCU students wishing to apply to the program will find information about the application process at www.vcu.edu/csbc/bioinformatics/bachelor/index.htm or by calling the director of undergraduate curricula at (804) 828-0559 or the Center for the Study of Biological Complexity at (804) 827-0026.

Transfer students and continuing VCU students with at least 15 college credits should present a suggested college GPA of 3.0 including relevant course work in science, math or computer science.
## Degree requirements for Bioinformatics, Bachelor of Science (B.S.) with a concentration in computational biology

### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Present scientific results, both orally and in writing, in a way that makes clear to an appropriate target audience the distinction between what is known (and how) and what is merely suspected between an observation and a conclusion in a way that tells a compelling story.
- Will have demonstrated fundamental knowledge of the basic concepts of biology (particularly molecular biology), the physical sciences, mathematics, statistics and computational science and the ability to apply that knowledge within the context of bioinformatics.
- Will have demonstrated an ability to identify and analyze bioinformatics problems and strategies to solve said problems.
- Will possess an appropriate level of technical knowledge and ability necessary to address a scientific problem by exploiting biological software and datasets and creating simple bioinformatics tools.
- Will have demonstrated an ability to identify and access relevant scientific literature and draw from it in a meaningful and critical manner.

### General Education requirements

<table>
<thead>
<tr>
<th>University Core Education Curriculum (minimum 21 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIV 111 Focused Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 112 Focused Inquiry II</td>
<td>3</td>
</tr>
<tr>
<td>UNIV 200 Writing and Rhetoric</td>
<td>4-5</td>
</tr>
<tr>
<td>Approved humanities/fine arts</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved natural/physical sciences</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved quantitative literacy</td>
<td>3-4</td>
</tr>
<tr>
<td>Approved social/behavioral sciences</td>
<td>3-4</td>
</tr>
</tbody>
</table>

### General education requirements (6-14 credits)

- LFSC 301 Integrative Life Sciences Research            | 3       |
- MATH 151 Precalculus Mathematics (fulfills University Core quantitative literacy) | 3       |
- STAT 212 Concepts of Statistics (preferred) or STAT 210 Basic Practice of Statistics (with program approval) | 3       |
- Foreign language through 102 level or equivalent course or by placement testing | 0-8     |

### Collaborative requirements (9 credits)

- MATH 200 Calculus with Analytic Geometry                | 4       |
- PHYS 207 University Physics I (preferred) or PHYS 201 General | 4-5     |
- Physics may be substituted with program approval        |         |

### Major core requirements (42-43 credits)

- BIOL 151 Introduction to Biological Science I           | 3       |
- BIOL 152 Introduction to Biological Science II          | 3       |
- BIOL 218 Cell Biology                                   | 3       |
- BNFO 201 Computing Skills and Concepts in Bioinformatics | 3       |
- BNFO 251/LFSC 251 Phage Discovery I (preferred) or BIOZ 151 with program approval | 2       |
- BNFO 252/LFSC 252 Phage Discovery II (preferred) or BIOZ 152 with program approval | 2       |
- BNFO 300 Molecular Biology Through Discovery            | 3       |
- BNFO 301/BIOZ 351 Introduction to Bioinformatics        | 3       |
- BNFO 420 Applications in Bioinformatics (University Core capstone) | 3       |
- CHEM 101 General Chemistry                              | 3       |
- CHEM 102 General Chemistry                              | 3       |
- CHEM 301 Organic Chemistry                              | 3       |
- CHEZ 101 General Chemistry Laboratory I                 | 1       |
- CMSC 255 Introduction to Programming                    | 4       |
- STAT 314 Applications of Statistics or STAT 321 Introduction to Statistical Computing | 4 or 3   |

### Concentration-required courses (15 credits)

- CMSC 256 Data Structures and Object Oriented Programming | 3       |
- CMSC 302 Introduction to Discrete Structures            | 3       |
- CMSC 355 Program Design and Implementation Practicum    | 3       |
- CMSC 401 Algorithm Analysis and Advanced Data Structures | 3       |
- MATH 211 Mathematical Structures                        | 3       |

### Concentration electives (6 credits) — See list below. | 6       |

### Open electives (9-24 credits) | 9-24 |

### Total | 120 |

### Bioinformatics, Bachelor of Science (B.S.) with a concentration in quantitative/statistical

This bioinformatics program consists of a core curriculum that provides the basics of biology, chemistry, computer science and statistics, as well as an introduction to the field of bioinformatics. The bachelor’s program in bioinformatics requires breadth of training via VCU Life Sciences’ general education requirements, specific training in the collateral course work and bioinformatics core, and focused training in the areas of biology/genomics, computational science or quantitative/statistical bioinformatics through the concentration-specific courses.

Students wishing to pursue the bioinformatics major must apply for admission into the program. High school seniors as well as students transferring to VCU should follow the regular VCU admissions process and deadlines, being sure to indicate clearly in their application that they wish to apply to the bioinformatics program. Continuing VCU students wishing to apply to the program will find information about the application process at www.vcu.edu/csbc/bioinformatics/bachelor/index.htm or by calling the director of undergraduate curricula at (804) 828-0559 or the Center for the Study of Biological Complexity at (804) 827-0026.

Transfer students and continuing VCU students with at least 15 college credits should present a suggested college GPA of 3.0 including relevant course work in science, math or computer science.

### Degree requirements for Bioinformatics, Bachelor of Science (B.S.) with a concentration in quantitative/statistical

#### Learning outcomes

Upon completing this program, students will know and know how to do the following:

- Present scientific results, both orally and in writing, in a way that makes clear to an appropriate target audience the distinction between what is known (and how) and what is merely suspected between an observation and a conclusion in a way that tells a compelling story.
- Will have demonstrated fundamental knowledge of the basic concepts of biology (particularly molecular biology), the physical sciences, mathematics, statistics and computational science and the ability to apply that knowledge within the context of bioinformatics.

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* May be taken only with adviser’s permission
Will have demonstrated an ability to identify and analyze bioinformatics problems and strategies to solve said problems.

Will possess an appropriate level of technical knowledge and ability necessary to address a scientific problem by exploiting biological software and datasets and creating simple bioinformatics tools.

Will have demonstrated an ability to identify and access relevant scientific literature and draw from it in a meaningful and critical manner.

### General Education requirements

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<td>3-4</td>
</tr>
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</table>

### General education requirements (6-14 credits)

- LFSC 301 Integrative Life Sciences Research
- MATH 151 Precalculus Mathematics (fulfills University Core quantitative literacy)
- STAT 212 Concepts of Statistics (preferred) or STAT 210 Basic Practice of Statistics (with program approval)
- Foreign language through 102 level or equivalent course or by placement testing

### Collateral requirements (9 credits)

- MATH 200 Calculus with Analytic Geometry (4-5 credits)
- PHYS 207 University Physics I (preferred) or PHYS 201 General Physics (substitutable with program approval)

### Major core requirements (43 credits)

| BIOL 151 Introduction to Biological Science I             | 3       |
| BIOL 152 Introduction to Biological Science II            | 3       |
| BIOL 218 Cell Biology                                     | 3       |
| BNFO 201 Computing Skills and Concepts in Bioinformatics  | 3       |
| BNFO 251/LFSC 251 Phage Discovery I (preferred) or BIOZ 151 with program approval | 2       |
| BNFO 252/LFSC 252 Phage Discovery II (preferred) or BIOZ 152 with program approval | 2       |
| BNFO 300 Molecular Biology Through Discovery              | 3       |
| BNFO 301/BIOZ 351 Introduction to Bioinformatics          | 3       |
| BNFO 420 Applications in Bioinformatics (University Core capstone) | 3       |
| CHEM 101 General Chemistry                                | 3       |
| CHEM 102 General Chemistry                                | 3       |
| CHEM 301 Organic Chemistry                                | 3       |
| CHEZ 101 General Chemistry Laboratory                     | 1       |
| CMSC 255 Introduction to Programming                      | 4       |
| STAT 314 Applications of Statistics                       | 4       |

### Concentration-required courses (14 credits)

- MATH 201 Calculus with Analytic Geometry
- MATH 307 Multivariate Calculus
- MATH 310 Linear Algebra
- STAT 321 Introduction to Statistical Computing

### Concentration electives (8 credits) — See list below.

### Open electives (5-20 credits)

Total 120

### Concentration electives

- BIOS 513/STAT 513 Mathematical Statistics I (3)
- BIOS 514/STAT 514 Mathematical Statistics II (3)
- BIOS 524 Biostatistical Computing (3)
- BIOS 543/STAT 543 Statistical Methods I (3)
- BIOS 544/STAT 544 Statistical Methods II (3)
- BIOS 546 Theory of Linear Models (3)
- BNFO 380/MATH 380/BIOL 380 Introduction to Mathematical Biology (4)
- BNFO 491 Special Topics in Bioinformatics (variable)
- BNFO 492 Independent Study (variable)
- BNFO 496 Undergraduate Teaching Assistantship in Bioinformatics (1-2)
- BNFO 497 Research and Thesis (variable)
- BNFO 540/BIOZ 540 Fundamentals of Molecular Genetics (3)
- CMSC 256 Data Structures and Object Oriented Programming (3)
- MATH 211 Mathematical Structures (3)
- STAT 309/MATH 309 Introduction to Probability Theory (3)
- STAT 421 Computational Issues in Statistical Science (3)
- STAT 541 Applied Statistics for Engineers and Scientists (3)

*May be taken only with adviser’s permission

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**Bioinformatics, accelerated bachelor’s to master’s**

The accelerated bachelor’s to master’s program in bioinformatics permits selected students majoring in bioinformatics to earn the Bachelor of Science and master’s degrees in a minimum of five years by taking certain graduate level courses during the senior year of their undergraduate program. The program is restricted to students with strong credentials and a clear interest in a career in the field of bioinformatics.

### Admission requirements and procedures

#### Regular admission

In order to be admitted formally into the program through the regular admissions process, a student must be a VCU bioinformatics major, must have completed 90 semester credit hours with an overall GPA of at least 3.0, including a substantial amount of collateral and core course work within the major and evidence of strong academic achievement. An application must be submitted to the Graduate School.

Applicants should indicate which master’s degree program (Master of Science in Bioinformatics or Master of Bioinformatics) is of interest to them. Applications will be screened by the Bioinformatics Admissions Committee. Most students will be able to initiate the application process during the second semester of their junior year. Students provisionally accepted into the program will be notified in time to register for courses as accelerated students but will not be formally admitted into the program until they have completed all requirements listed above.

Following acceptance into the accelerated program, students must continue to meet the requirements stated above throughout the senior year, as well as the graduate student standards of performance specified in this Bulletin in order to be awarded formal acceptance into the graduate program, which typically takes place just prior to the fall semester of the fifth year.

#### Guaranteed admission

The bioinformatics master’s program participates in the Honors College Guaranteed Admission Program. This program allows highly qualified high school seniors who will be participating in the VCU Honors College to gain admission into selected VCU graduate programs without competing for that admission at a later date. In order to apply for guaranteed admission, the student must have obtained a combined score of 1910, in a single sitting, on the SAT I, with neither score below 530, and have achieved a minimum 3.5 unweighted GPA (4.0 scale). Once accepted into the Guaranteed Admission Program, bioinformatics students must fulfill the requirements of the Honors College for graduation with University Honors, maintain a cumulative GPA of 3.5, progress satisfactorily in honors courses and meet course requirements of the bioinformatics graduate program in order to remain exempt from competing for admission into the master’s program. Guaranteed admission applicants will be screened by the Bioinformatics Admissions Committee.

#### Shared credits for accelerated program

1. *BNFO 620 (Bioinformatics Practicum) or BNFO 508 (Introduction to Bioinformatics Research) replaces BNFO 420 (Applications in Bioinformatics) for the M.Biof. and M.S., respectively*
2. Course work taken to meet master's cross-track requirements replaces undergraduate program electives. 6

3. A graduate course within the track replaces a BS-track required (if approved by adviser) or elective course. 3

Total shared credits 12

* For accelerated program students, BNFO 620 or BNFO 508 replaces BNFO 420 to meet the “oral communication” general education requirement.
Undergraduate students in graduate classes

VCU undergraduates may enroll in 500-level courses with approval of their advisers and consent of the programs offering the courses. Highly qualified undergraduates approaching the last semester of study may apply for admission to a graduate program. If accepted, they may enroll in two 600-level graduate courses during the last semester of undergraduate study. Permission to enroll as an undergraduate in 600-level graduate courses must be obtained from the undergraduate academic adviser and the Graduate School. The total load should not exceed 16 hours of combined credit. Credit for any course is applicable toward only one degree unless a student is admitted to a course of study that allows a defined number of shared courses.
The Division of Community Engagement provides Virginia Commonwealth University with a centralized administrative unit focused on community engagement and nontraditional programs. In keeping with VCU’s mission, the office:

- Facilitates and coordinates innovative academic programs, on and off campus, to enhance the community’s access to VCU.
- Supports the involvement of faculty and students on the Monroe Park Campus and MCV Campus in community partnerships.
- Creates opportunities for interdisciplinary, community-based collaborations that integrate research, teaching and service.

The Division of Community Engagement consists of the Office of Continuing Studies and Special Programs and VCU Community Solutions. The division resides within the Office of the Provost and Vice President for Academic Affairs and assumes administrative responsibility for academic programs including off-campus courses, off-campus graduate art courses and the Master of Interdisciplinary Studies in Interdisciplinary Art, service-learning courses and the Service-Learning Associates Program, Nonprofit Learning Point, and the Retired Faculty Council. Additionally, the division administers various university/community partnerships that address pressing social concerns in the community including the Carver-VCU Partnership, Lobs & Lessons, VCU AmeriCorps, America Reads and the Virginia Mentoring Partnership.

Office of Continuing Studies and Special Programs

The university provides numerous opportunities for adult education, off-campus instruction and professional development through the Office of Continuing Studies and Special Programs. Continuing studies programs offer the same course work and academic credit as traditional university courses and are fully degree-applicable within the normal standards of VCU’s college and schools.

The office attempts to address the educational and professional training needs of the community by providing flexible, cost-effective instruction that returns valued knowledge into the community.

Program examples include the Nonprofit Learning Point certificate program, profession-specific and introductory Spanish courses, specialization and recertification programs for teachers, off-campus degree programs including the R.N. to B.S.N. program, the NOVA M.S.W. program, and advanced-study courses for gifted high school students.

For more information, call (804) 828-8819 or visit www.community.vcu.edu.

Off-Campus Graduate Art

Master of Interdisciplinary Studies in Interdisciplinary Art

The Master of Interdisciplinary Studies in Interdisciplinary Art degree is jointly administered by the School of the Arts and the Division of Community Engagement. It is not the equivalent of a Master of Fine Arts degree, but is an additional option for qualified persons, especially art teachers, who are interested in studio art classes. Classes are offered in public school art rooms from Fairfax County to Virginia Beach, in the late afternoon during the regular school year and in all-day workshops during the summer. The M.I.S. degree requires the completion of 39 graduate credits, including at least nine and no more than 15 credits in each of two focus areas. Focus areas include, but are not limited to, crafts, computers and the arts, mixed media, painting, photography, printmaking, drawing, and sculpture. In addition, the student must complete from three to 15 credits of art electives and six credits of an approved final project, including a graduate exhibition and a final paper. For more information, call (804) 828-8819 or visit www.community.vcu.edu.

Nonprofit Learning Point

Since 1997 the university has been a leading partner in a community collaborative that sponsors Nonprofit Learning Point (formerly the Especially for Nonprofit Organizations Program). In addition to being a sponsoring partner, VCU also manages the program, which provides educational and networking opportunities as well as capacity-building for the vast network of nonprofit organizations in the greater-Richmond area. The program is open to any paid or volunteer staff member of a nonprofit organization and offers the chance to earn both academic credit and a certificate of achievement in nonprofit management (after 12 courses). Classes usually meet for two days, one week apart, from 9 a.m. to 3 p.m., throughout the city of Richmond. An annual conference and certificate awards ceremony are held each fall. Class and conference topics include, but are not limited to, strategic management, communications, legal issues for nonprofits, and technology skills. For more information, call (804) 827-0246 or visit www.nonprofitlearningpoint.org.

Office of VCU Community Solutions

The primary mission of VCU Community Solutions is to connect the university with the community to create opportunities for social change. Campus and community partners create a unique synergy of collaborative research, teaching and service. An interdisciplinary team of faculty and community partners is responsible for the generation and implementation of community-based projects. Students become involved through service-learning courses and participation on community-based research teams. For more information, call (804) 828-8824 or visit www.community.vcu.edu.

Service-Learning

VCU America Reads Program
VCU AmeriCorps
Carver-VCU Partnership

Service-Learning

Service-learning integrates community service with traditional academic courses in order to enhance academic learning, facilitate the development of students into responsible citizens and meet community-identified needs. Each student participates in an organized community service project that directly relates to the subject matter of the course and which meets community-identified needs. The students then participate in reflection activities, which are facilitated in such a way so as to increase their understanding and application of course content and enhance their sense of civic responsibility. The community organization defines the service need and the students learn and grow from their service through reflection on their experience. A listing of service-learning courses is provided in the Schedule of Classes each semester. For more information, call (804) 827-8215 or visit www.servicelearning.vcu.edu.

VCU America Reads Program

The VCU America Reads Program places college work-study students in local elementary schools to provide comprehensive reading support to students who are below grade level in reading. The program works in partnership with Richmond City Schools as well as schools in the surrounding counties to identify elementary school children who are in need of extra assistance. Reading support is provided at
The VCU ASPiRE living-learning community consists of 450 sophomores, juniors and seniors living. The Carver-VCU Partnership strives to create a shared urban community with a commitment to improving the neighborhood’s quality of life while extending the experience of the community into the classroom and the university. For more information, call (804) 827-1904 or visit www.community.vcu.edu.

VCU ASPiRE

VCU ASPiRE, the Academic Scholars Program in Real Environments, is an innovative and comprehensive community-engagement-focused living-learning program for undergraduates that transforms students into engaged citizens and acts as a powerful force for positive social change in the community. VCU ASPiRE aims to enrich and deepen students’ understanding of their capacity to create positive change in communities through the connection of course work, cocurricular activities and a vibrant residential experience. Students selected as VCU ASPiRE scholars will live in the West Grace Street Student Housing—South residence hall in the Grace Street Village, a collaborative group of learning-communities. The residence hall contains state-of-the-art classrooms, meeting rooms, study areas, social lounges, two courtyards and modern apartment-style living.

The VCU ASPiRE living-learning community consists of 450 sophomores, juniors and seniors engaged in a two-year interdisciplinary program of studies that focuses on community engagement. Along with the students enrolled in the program, the residential staff, faculty and program leaders all share a commitment to service and community engagement. Experiences include a curriculum that builds knowledge and skills in civic responsibility, experiences within the residence hall that build social capital, service trips in the nation and abroad and sustained engagement within local communities. The VCU ASPiRE program promises to develop a generation of VCU graduates who are civically engaged citizens in a global society.

Through participation in sustained partnerships within local communities, VCU ASPiRE students’ educational experiences are strengthened. Students participate with peers, community partners and faculty in authentic learning in real-world environments. Students also gain career experience through workshops, internships and field visits. The skills and knowledge of service and community engagement enhance students’ academic and career choices. Further, service-learning class experiences increase students’ desirability in the work force and distinguishes graduate school applicants.

During their two years in the program, VCU ASPiRE scholars take two three-credit classes in the academic facilities located within the residence hall and complete three one-credit community-based seminars led by outstanding faculty from across the university. Students select their service-learning class experiences from four interdisciplinary focus areas: vibrant, youth, health and green. VVCU includes community arts, culture, economic development and public safety. Youth includes education, mentoring and community programming for children and teens. Health includes community health and wellness initiatives. Green includes community environmental initiatives.

Certificate of Completion

The academic component of VCU ASPiRE develops students’ knowledge, skills and best practices for community engagement across all academic disciplines. The courses required for the community engagement certificate of completion emphasize community engagement across academic disciplines and take either a project-based or service-learning approach.

The VCU ASPiRE community engagement certificate of completion consists of nine credit hours taken during the two-year program. These nine credits are spread across five courses and are shown below in the order they are taken in the program. The initial two classes, UNIV 200 (or an approved equivalent) and CMST 300, focus on service and community engagement, the final three courses, CMST 301, CMST 400 and CMST 401, are community-based and utilize service-learning pedagogy. The required course sequence for the nine-credit-hour certificate of completion, to be taken in conjunction with individual major requirements, is as follows.

First program year, fall semester

- UNIV 200 Writing and Rhetoric (or equivalent upon program approval) 3
- CMST 300 The Foundations of Community Engagement 3

First program year, spring semester

- CMST 301 The Service Seminar (service learning) 1

Second program year, fall semester

- CMST 400 The Community Engagement Seminar (service learning) 1

Second program year, spring semester

- CMST 401 The Capstone Community Engagement Seminar (service learning) 1

VCU ASPiRE sections of UNIV 200 and CMST 300 are taught on the first floor of the West Grace Street South residence hall in state-of-the-art classrooms. The remaining three community-based service-learning seminars are taught in the Metro Richmond area by an interdisciplinary faculty that collaborates with a wide variety of community partners. Nonprofit organizations, schools, community associations, businesses, government offices and agencies develop sustainable partnerships with VCU ASPiRE to provide students with real-world experience that result in positive social change within local communities.

In addition to the classroom experiences, the certificate of completion requires a minimum of 100 hours of cocurricular experiences across the two-year program. A cocurricular experience can occur within the residence halls of the living-learning community, on campus, in the community or as part of a national or global VCU ASPiRE service project. These out-of-the-classroom experiences provide students with community-engagement-focused learning experiences in nontraditional settings. Community engagement cocurricular activities fall into...
three broad categories: (1) community-based service (volunteering); (2) community-based learning (speakers, workshops, training, etc.); and (3) community- or campus-based leadership (organizational or event leadership). To satisfy all cocurricular requirements of the certificate, VCU ASPIRE scholars must complete at least 75 hours in community-based service, 15 hours in community-based learning and 10 hours in community or campus leadership.

Finally, the community engagement certificate of completion requires participation in a few program milestone events, which all students must complete. Milestones include but are not limited to program orientation, meetings with the program adviser, program meetings and exit requirements.

To promote the success of VCU ASPIRE scholars, the ASPIRE program provides students with access to unique student support resources that integrate a commitment to community engagement with academic success. These student support resources are provided within the West Grace Street South residence hall and focus on three key areas: student learning, writing and career development. VCU ASPIRE will work with existing resources on campus to provide support services, except for program advising, which is conducted by the program staff.

The application process

Students with professional or personal interests in service and community engagement are sought as residents in the VCU ASPIRE living-learning community. Students from all majors are welcome. Only full-time VCU students may apply for the program during the fall semester of their freshman or sophomore years. Rising seniors who have two more years of undergraduate studies remaining may petition the director for entry. The online application deadline is posted on the program website (www.aspire.vcu.edu). In addition to completing the admissions application, students must complete a housing contract for the West Grace Street South residence hall for two consecutive years.

The successful applicant will demonstrate commitment and interest in service and community engagement. Applications are reviewed for genuine, thorough and thoughtful responses to posted questions. The Admissions Committee is looking for students who have a passion for community engagement, a desire to actively engage in the ASPIRE curricular and cocurricular requirements and the intent to live in the West Grace Street South residence hall for 24 months. Students with a minimum GPA of 2.0 and an approved application will be admitted into the program. Students with approved applications and a GPA of less than 2.0 will be required to meet with the program staff before admission into the program is offered. Students need not have experience in service or community engagement in order to apply.

Certificate completion process

All VCU ASPIRE scholars must complete the curricular and cocurricular requirements for the certificate of completion on schedule and in the intended progression. Students who fail to satisfy program requirements, including living in the West Grace Street South residence hall, will be removed from the program. Students failing to meet program requirements also may be relocated to another housing assignment. Students are expected to uphold university, VCU ASPIRE and community partner expectations for professional and personal conduct. Any behavior that violates standards of conduct may result in removal from the certificate program and the West Grace Street South residence hall.

Students who complete all of the above listed requirements will be awarded the Certificate of Completion in Community Engagement at the time of graduation. The program staff maintains a record of progress for all students. However, it is the student’s responsibility to monitor their own program of studies and seek assistance when needed. A program adviser is available to all students. Regular communication with the program leadership and the ASPIRE program adviser in particular is critical to the successful completion of all certificate program requirements.
The Office of the Associate Vice Provost for Student Affairs

Charles Klink
Associate Vice Provost for Student Affairs

The Office of the Associate Vice Provost for Student Affairs provides assistance to the vice provost for student affairs in the overall administration of the Division of Student Affairs. This office is actively involved in understanding students and their needs, improving the quality of student life, and collecting and disseminating information important to students and to the university.

The associate vice provost serves as the division ombudsman in addressing and resolving student issues and concerns inhibiting success at the university, provides leadership for assessment and professional development activities for the division, and oversees a number of initiatives focused on utilizing external and internal resources to support and recognize student success. The associate vice provost provides supervision for several departments in the division including the University Career Center, Disability Support Services, University Counseling Services and Student Media.

The Office of the Associate Vice Provost for Student Affairs is located in the Sitterding House at 901 Floyd Ave., P.O. Box 843017, Richmond, VA 23284-3017; telephone: (804) 828-7525; email: cjklink@vcu.edu.

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Office of the Associate Dean of Student Affairs, MCV Campus

Napoleon Peoples
Associate Dean of Student Affairs, MCV Campus

The Office of the Associate Dean works closely with the Office of the Associate Vice Provost and Dean of Student Affairs in serving as a resource for students, parents, faculty and staff. The associate dean serves as the primary liaison between the organized student body on the MCV Campus and the university, providing coordination and leadership for student affairs and related staff.

The associate dean serves as the faculty adviser to the MCV Campus Student Government Association. The associate dean represents the Division of Student Affairs on several university-wide committees and also participates in the general orientation sessions for each school on the MCV Campus. The associate dean maintains an open-door policy and will advise students, parents, faculty and staff on university-related issues or procedures.

The associate dean’s office is located in the Hunton Student Center, Suite 205, 1110 E. Broad St., P.O. Box 980004; telephone: (804) 828-0525; email: npeoples@vcu.edu.

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University Student Commons and Activities

Reuban Rodriguez
Interim Director

www.usca.vcu.edu

The facilities, services and programs of University Student Commons and Activities (USC&A) are designed and implemented to bring together all members of the Virginia Commonwealth University community — students, faculty, staff, alumni and guests — thereby contributing to intellectual, emotional and social growth through informal interaction.

Facilities
Programs
Services
Facilities
USC&A manages three student centers on the Monroe Park and MCV Campuses of VCU.

The University Student Commons is the main student-life facility for the Monroe Park Campus. The Commons, located in the heart of VCU's Monroe Park Campus, is a great place to meet friends, host an event, get involved, or study. The Park Place Food Court, Commons Café and Commons Convenience provide a wide variety of dining options. Break Point, located in the Lower Level of the Commons, is the university's game room with pool tables, arcades and Thunder Bowl. The Commons is home to the Student Organization Center, Off-campus Student Services, University Career Center, University Counseling Services, Disability Support Services, the Office of Multicultural Student Affairs, and the Student Government Association.

The Hunton Student Center and the Jonah L. Larrick Student Center are both located on the MCV Campus. Hunton Student Center is a great place to study or grab a bite to eat between classes. The renovated 1841 church building has a state-of-the-art learning center, managed by VCU Libraries, along with spacious study areas on two floors including private group-study rooms. Also located in Hunton are the offices for the Associate Dean of Students, MCV Student Government Association, the Hideaway Café, and a student recreation area. Larrick is a multipurpose room used for dances, lectures, receptions, and other functions. The first floor of Larrick Student Center also serves as a student dining facility.

Information centers can be found at both the Commons and Hunton Student Center. A complete list of services and programs that these facilities offer is available online at www.usca.vcu.edu.

Programs
USC&A offers a wide variety of programs and leadership opportunities for students on both the Monroe Park Campus and MCV Campus. The following programming offices are included in the USC&A: Monroe Park Campus and MCV Campus Programs Office, Fraternity and Sorority Life, Leadership Development, Student Organization Services, and Volunteer Services. Through these offices, several university traditions and major events are coordinated. These events include: Welcome Week, Student Organization-Volunteer Organization Fair, Jazz on the Green, Fraternity and Sorority Recruitment, RamMadness, Fall Fest, Homecoming, Speak from the Heart Speaker Series, Greek Week, STRUT Fashion Show, Student Organization Awards Ceremony, Saturday Volunteer Specials, and Leadership and Service.

Students are encouraged to participate in these university traditions along with participating in other programs and events offered during the week and weekends. A complete listing of programs and events is available online at www.usca.vcu.edu.

Services
USC&A offers a wide variety of services for students and the entire VCU community including Information Services, Off Campus Student Services, Student Organization Services, and Volunteer Services.

Information Services staff provide campus directions and information about programs or events. More information can be obtained by calling (804) 828-1981 or visiting the Web at www.usca.vcu.edu/information.

Off Campus Student Services offer a variety of ways to assist and educate those who drive, ride, walk or bus to campus. OCSS provides a Web-based housing search system, ride-share assistance, a care emergency tool kit for check-out, bicycle registration, educational programs and coin operated rental lockers. More information on Off Campus Student Services is available online at www.usca.vcu.edu/offcampus.

The Student Organization Service Center offers mail boxes, computer work stations, storage, work rooms, financial assistance for student organizations, general planning, and advising for all student organizations. SOSC staff assist students in identifying student organizations of interest. Volunteer Services provides information on opportunities to serve the greater Richmond community through volunteer experience. More information on volunteer opportunities is available online at www.usca.vcu.edu/studentorgs/volunteer.htm.

University Career Center
Joe Testani
Director
www.students.vcu.edu/careers

The University Career Center assists students and recent alumni to identify and achieve their career goals. Career Center staff work with students to help them explore career options, decide on career directions and develop sound strategies for realizing their career goals.

The Career Center offers a career library of more than 600 books and publications. Students have access to employer literature, recruiting brochures and graduate and professional school publications.

Career counseling sessions are offered by appointment using assessment tools such as the Strong Interest Inventory, the Self-Directed Search and the Myers-Briggs Type Indicator. Students may receive assistance with resume development, job search skills and interviewing techniques.

The Career Center maintains job postings of full-time, part-time, internship and co-op positions for students who are eligible. These postings may be accessed 24 hours a day through an account with the Career Center. Both on- and off-campus work-study positions for eligible students can be viewed online at www.students.vcu.edu/careers.

The Career Center also offers a comprehensive Cooperative Education Program that blends traditional academics with paid work assignments in industry, business, government and nonprofit organizations. For additional information, including eligibility, go to www.students.vcu.edu/careers and the "Co-op" link.

Graduating students use the Career Center to interview with business, industry, government and education representatives who visit the campus to recruit prospective graduates for permanent positions in their respective organizations. Students are encouraged to sign up as participants in the Career Center’s Web-based resume referral system called RamsRecruiting in order to be referred to employers and have access to job listings.

The University Career Center is located in the Student Commons, Room 143, 907 Floyd Ave., P.O. Box 8432007, Richmond, VA 23284-2007; telephone: (804) 828-1645.

University Counseling Services
Jihad Aziz
Director
www.students.vcu.edu/counseling

University Counseling Services provides psychological services to the university community. The mission of UCS is to create an environment that fosters student growth, development and psychological well-being.

Members of UCS’ professional staff include clinical psychologists, licensed clinical social workers, a consulting psychiatrist, psychology and social work interns, and advanced graduate students. UCS provides free brief psychotherapy to currently enrolled students as available. UCS adheres to professional, legal and ethical guidelines established by professional organizations and state law to protect student confidentiality.

University Counseling Services include:

- **Counseling and psychotherapy.** Individual and couples work is designed to deal with personal and interpersonal issues.
- **Group counseling.** Ongoing psychotherapy groups focus on personal and social concerns.
- **Psychiatric services.** Limited services include medical evaluation, diagnosis and treatment with psychotropic medication.
- **Crisis services.** Walk-in crisis services during office hours (828-6200) and on-call crisis services after hours and on weekends (828-1234).
- **Consultation and outreach.** Presentations, workshops and staff consultation are available to student organizations, academic departments and other groups on issues relevant to each group’s needs.
- **Safe zone.** Workshops for faculty and staff designed to reduce homophobia and heterosexism.
University Student Health Services

Margaret Roberson
Medical Director
www.students.vcu.edu/health

University Student Health Services offers quality primary health care for treatment of acute and chronic illness. In addition to diagnosis and treatment, the service emphasizes prevention of illness through screening, counseling and health promotion/public health programs. All full-time undergraduate and graduate students are required to pay the student health fee each semester. Part-time students enrolled in at least three credit hours have the option of paying the health fee. The summer fee is optional for all students who will be enrolled the following fall semester.

USHS professional staff includes physicians, psychiatrists, physician assistants, nurse practitioners, registered nurses, pharmacists, health educators and registered dieticians. Services offered include primary care clinics, allergy clinics (administration of allergy injections ordered and supplied by outside physicians), women's clinics, pharmacy and laboratory services, immunization services, health education/public health programs and an after-hours phone triage service provided for urgent medical advice.

USHS has office locations on both campuses. The Monroe Park Campus office is located in the Sports Medicine Building, 1300 W. Broad St., Suite 2200, P.O. Box 842022, Richmond, VA 23284-2202; telephone: (804) 828-8828; fax: (804) 828-1093. The MCV Campus office is located in the VMI Building, 1000 E. Marshall St., Room 305, P.O. Box 980201, Richmond, VA 23298-0201; telephone: (804) 828-9220.

Immunization requirements
Health insurance
The Wellness Resource Center
Alcohol and other drug prevention education
Smoking cessation
Nutrition, eating disorders and body image
Sexual assault and domestic violence
Stress management
Sexual health

Immunization requirements
Virginia law requires all full-time students to submit an official certification of immunization to USHS prior to registration. These immunization requirements, along with the necessary forms, can be found at www.students.vcu.edu/health/immunization.html and in the Handbook for Admitted Students.

All students regardless of enrollment status, whose birth country is not the U.S. or Canada, are required to complete the tuberculosis screening in the U.S. within the last year.

Students enrolled in health career programs may be required to submit additional immunization information and should contact their school for additional requirements.

Health insurance

The university is not responsible for accidents occurring to students in connection with class, laboratory, shop, fieldwork, athletics, student activities, travel or any other activity.

The university offers its students an approved insurance plan providing substantial benefits at group rates. The insurance extends for a 12-month period beginning in August, or from the beginning of the second semester to the next August, and includes coverage for accidents, hospitalization, medical, surgical and other benefits for illnesses. Married students may enroll spouses and children. The university strongly recommends that all students enroll in student group health insurance.

Complete information about enrolling is available from USHS and on the Web at www.students.vcu.edu/health/health_insurance.html.

The Wellness Resource Center
(804) 828-9355
www.thewell.vcu.edu

The Wellness Resource Center (aka "The Well") is located at 815 S. Cathedral Place and is the prevention education outreach component of Student Health. The Wellness Resource Center is engaged in the science of empowering all students to move toward optimal health — a balance of physical, emotional, social, intellectual and spiritual health. The center’s staff is committed to helping VCU students learn more about health through individual sessions, group presentations and awareness events. Most services are free to VCU students. There are many volunteer opportunities for students at the center, including several peer health educator groups.

Alcohol and other drug prevention education
(804) 828-2086

If you are concerned about your use or someone else's use, please feel free to call our office for resource information. Education programming is available upon request. A free online anonymous self-assessment is available at www.thewell.vcu.edu (code word is vcurams).

Smoking cessation
(804) 828-7815

Free Quit Kits, information and individual appointments are available to help students quit tobacco use. Email quit@vcu.edu for additional information and resources.

Nutrition, eating disorders and body image
(804) 828-9355

Education on healthy eating or eating disorder recovery is available through confidential individual nutrition sessions. Programs on nutrition, body image and eating disorders are available to student groups and classes.

Sexual assault and domestic violence
(804) 828-2085

Confidential services are available for students with concerns surrounding sexual assault, stalking, sexual harassment and relationship violence. Staff help students identify needs (medical, legal, counseling, academic) and refer to appropriate campus and/or community resources.

Stress management
(804) 828-0231

Individual stress management consultations are available. Stress management workshops are available upon request to student groups and classes.

Sexual health
(804) 828-9355

Education concerning sexually transmitted infections, including HIV, and contraception is provided to individual students or student groups as requested.

Residential Life and Housing

Reuban Rodriguez
Interim Director
www.housing.vcu.edu

VCU’s diverse on-campus housing options are designed to meet the needs of any student who chooses to experience residential living. The VCU Residential Life and Housing Office operates a variety of 9- and 12-month living facilities, including traditional residential rooms, suite- and apartment-style buildings, and high-rise residence halls. Approximately 5,000 students choose to live on campus each year.

Residential life at VCU offers many rewards and provides students with the opportunity to gain personal experiences that supplement and complement the formal education gained in classrooms and laboratories. The Residential Life and Housing program offers students the chance to make new friends, meet like-minded academic peers, and develop leadership skills through participation in social, academic, governmental and judicial organizations.

The staff of the VCU Residential Life and Housing Office is dedicated to providing community living situations that support each student’s academic, personal and extracurricular pursuits, and its goal is to offer a sense of belonging...
Recreational Sports

Tom Diehl
Director
www.recsports.vcu.edu

Recreational Sports provides a variety of programs, services and facilities designed to meet the needs of current and future VCU community members. Recreational Sports offers many opportunities to participate in a variety of sports, fitness classes, aquatics programs, and much more. Instruction is provided in a safe, welcoming environment. Recreational Sports employees are also eligible to join as members; details and fees are available in the membership section of the Recreational Sports website.

Informal recreation
Available at all facilities and includes drop-in use of the fitness centers, gymnasiaums, swimming pools, court space and the Cary Street Field.

Intramural sports
Leagues and tournaments offered throughout the year at various skill levels, as well as men's, women's and co-recreational divisions. Sports include basketball, flag football, softball, racquet sports, volleyball, soccer, ultimate Frisbee and dodgeball.

Fitness programs
Programs include free group exercise classes, personal fitness training services, fitness incentive programs and instructional programs.

Outdoor Adventure Program
The OAP provides reasonably priced outdoor recreational trips. Activities such as camping, kayaking, climbing, cross-country skiing and more are offered throughout the year and facilitated by experienced trip leaders. For those planning their own outdoor activities, the Outing Rental Center offers equipment such as canoes, tents, backpacks, sleeping bags and trail guides at nominal cost. For additional information, call (804) 828-6004.

Sport clubs
Clubs give students the opportunity to train and compete against other colleges in a variety of sports. Clubs vary in focus and programming as student members manage the operation of the club and decide on club activities.

Aquatics programs
Programs are held at both Cary Street Gym and MCV Campus Recreation and Aquatic Center. Members can take advantage of learn-to-swim programs for adults and children, water exercise and incentive programs, and aquatic certification programs.

Recreational Sports facilities
Recreational Sports operates five facilities encompassing two fitness centers; two gyms with courts for basketball, volleyball, badminton and table tennis; racquetball and squash courts; three swimming pools; a climbing wall and a bouldering wall; an artificial-turf indoor multipurpose activity center; group exercise studios; cycling studios; martial arts room; lighted, artificial-turf field; a tennis center; and a lighted outdoor basketball court. Both fitness centers offer free weights, selectorized equipment and cardiovascular equipment, as well as televisions that feature Comcast cable. Student organizations may make reservation requests for facility space when available.

Facilities include:
- Cary Street Gym, (804) 827-1100
- Cary Street Field, (804) 827-2526/827-2527
- The Outing Rental Center, (804) 828-6004.
- MCV Campus Recreation and Aquatic Center, (804) 828-6100.
- Thalhimer Tennis Center, (804) 828-1458.

Student media
Greg Weatherford
Student Media Director
www.vcustudentmedia.com

Student Media encourages involvement of students in a variety of student publication and broadcasting opportunities, including The Commonwealth Times (independent student press of VCU), Ink (news-features magazine), Poictesme (literary fiction journal), Amendment (literary journal), and WVCW (radio station). All media are student run enterprises.

The Student Media Center is home to these student publications and the radio station. The center is located at 817 W. Broad St., P.O. Box 842010, Richmond, VA 23284-2010; telephone: (804) 828-1058.

Student and university governance

The University Council, an advisory board to the university president, is the highest internal governance body at VCU. The council is made up of 27 faculty members, 10 students, 10 administrators, 10 classified staff members and four subcommittees: the Committee on Student Affairs, the Committee on Academic Affairs, the Committee on Faculty Affairs and the Committee on Classified Staff Affairs.

The Student Governance structure includes the Monroe Park Campus Student Government Association, the MCV Campus Student Government Association, the Programming Commission and the Student Media Commission.

The Monroe Park Campus Student Government Association is an elected body of students from the Monroe Park Campus who are organized into three branches — executive, legislative and judicial — with various committees. Legislative standing committees include academic affairs, appointments, appropriations, elections, human relations, legislative issues and civic action, publicity, and student life. The executive branch has cabinet positions that mirror legislative committee. Nonelected, at-large members are encouraged to join most of these committees. All meetings of the senate are open to the public.

The MCV Campus Student Government Association Executive officers are elected by the organization. Representatives are elected from each class in each of the health science schools on the basis of one representative per 40 students. MCV Campus SGA meetings are held monthly from September through April and are open to all MCV Campus students. The MCV Campus SGA sponsors several social functions including the MCV Campus Winter Ball and study breaks.

Additional information about the Monroe Park Campus and MCV Campus Student Government Associations may be found at www.vcu.edu/sga.

The Programming Commission coordinates programs and events planned by student organizations that specialize in major event planning. Members of the Programming Commission include: Activities Programming Board, Fall Block Step Show Planning Committee, Homecoming Planning Committee, and the InterCultural Festival Planning Committee.

The UCSC administrative office is located in University Student Commons, Room 104, 907 Floyd Ave., P.O. Box 842032, Richmond, VA 23284-2032; telephone: (804) 828-6500.

Office of Student Conduct and Academic Integrity
Karen Belanger  
Director  
www.students.vcu.edu/studentconduct  

The Office of Student Conduct and Academic Integrity supports the educational mission of the university by educating students about appropriate behavior and fostering a community supporting academic success. The office takes the lead in the enforcement of university policies, as outlined in the “Virginia Commonwealth University Rules and Procedures” and the “VCU Honor System,” providing a fair and impartial process for the adjudication of matters of student discipline. The Office of Student Conduct and Academic Integrity works in conjunction with university offices to administer the policies for Residence Hall Students and Student Off-campus Conduct, the VCU Alcohol and Drug Policy, the Student Sexual Misconduct Policy, and the Computer and Network Resources Use Policy. Rules and Procedures and the VCU Honor System, are available online at www.provost.vcu.edu/policies.  
The Office of Student Conduct and Academic Integrity is located in University Student Commons, Suite 106, P.O. Box 843071; telephone: (804) 828-1963.

University policies and procedures  
A number of policies and regulations at VCU affect students, and many of these are printed in the general information chapters of this bulletin. Three policy documents are of particular interest to students.  
The VCU Rules and Procedures document outlines the rights, responsibilities and privileges of each member of the university community and describes cases when disciplinary action, including separation from the university, may be taken against a member of this community as a result of prohibited behavior as outlined in this document. The VCU Honor System defines academic dishonesty and provides a procedure for judging alleged violators of academic integrity. The Grade Review Procedure outlines the process whereby students may appeal grades that they feel have been assigned unfairly.  
Each student is responsible for being familiar with the provisions of all university policies and regulations. The three policy documents described above are printed in full along with the VCU Insider Student Handbook and Resource Guide, which is made available on the Web at www.students.vcu.edu/insider.html.

VCU Honor System  
VCU recognizes that honesty, truth and integrity are values central to its mission as an institution of higher learning.  
The VCU Honor System describes the responsibilities of students, faculty and administration in upholding academic integrity, while respecting the rights of individuals to the due process offered by administrative hearings and appeals. All people enrolled in any course or program at VCU and all people supervising the learning of any student are responsible for acting in accordance with the provisions of the VCU Honor System.  
The honor system gives definitions and illustrative examples of five acts which are violations of the policy, namely: cheating, plagiarism, facilitating academic dishonesty, stealing and lying. There are six penalties for students found guilty of these honor system violations. They are honor probation, assignment of grades, suspension, expulsion, revocation and other relevant sanctions.  

Disability Support Services  
Joyce Knight  
Coordinator  
www.students.vcu.edu/dss  
VCU is committed to providing students with disabilities equal opportunities to benefit from all programs, services and activities offered.  
Disability Support Services provides:  
- Support services including, but not limited to, advocacy, adapted materials, alternative testing, academic and career advising.  
- Recommendations for appropriate academic adjustments including exam modifications, classroom accommodations, and auxiliary aids supported by recent documentation.  
- Assistance to the VCU community in complying with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1974.  
- Liaison services between faculty and students with disabilities.  
- Technical assistance to university departments.  
- Current and accurate information regarding disability-related products, programs and services to current and prospective students, faculty and staff.  
- Consultation with secondary schools, special educators, rehabilitation or high school counselors, parents and prospective students concerning university services for students with disabilities.  
- A welcoming place for students to meet, share, study, and obtain information concerning disability related issues and opportunities.

Students with disabilities are responsible for self-identification prior to requesting services/accommodations. Students are strongly encouraged to request accommodations at least four weeks prior to the first day of classes; however, students may request accommodations at any time during enrollment at VCU. For additional information visit www.students.vcu.edu/dss.

The Disability Support Services office is located in the Student Commons, Room 102, PO Box 842529, Richmond, VA 23284-2253; telephone/TDD: (804) 828-2253, fax: (804) 828-1944.

Division of Student Affairs courses  
Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.  
Follow this link to cooperative education (COOP) courses.

Office of Multicultural Student Affairs  
Faith A. Wilkerson  
Interim Director  
www.omsa.vcu.edu  
The Office of Multicultural Student Affairs is a resource for students, faculty and staff. The primary mission of OMSA is to assist traditionally underserved and/or underrepresented student populations (race, ethnicity, sexual orientation, gender) through advising, support, program development, retention efforts and promoting an appreciation of diversity throughout the campus community.  
OMSA service and program components include diversity training, leadership development, referral services, cultural programming, discussion groups, collaboration and partnership development, multicultural resources and scholarship information.
Undergraduate Bulletin

Global Education Office
Independent study abroad is for students who wish to study in a field not covered by any of the above study-abroad options. Students may elect to participate in a program offered by another university or organization. VCU Education Abroad will assist students in identifying and applying to the program, maintaining their VCU status while away, and securing financial aid where appropriate. All programs must be approved by VCU. Except for summer programs offered for VCU credit, all credit received through study abroad will appear on the students’ transcripts as transfer credit. Students must earn the equivalent of a “C” or higher for credit to be awarded. Grades are not calculated into the GPA, unless a student is attempting to graduate with honors.

English Language Program

Lisse Hildebrandt
Interim Director

The English Language Program offers an intensive university-preparation language program for nonnative speakers of English and serves international students, U.S. citizens, permanent residents and refugees. Core courses are offered at 10 levels of instruction – beginning through advanced – in five eight-week sessions per year. Core courses include: writing and grammar, reading and vocabulary, listening, speaking and pronunciation. Additional elective courses in American language and culture, as well as extracurricular learning opportunities, such as conversation partners and cultural/educational activities, are available to students.

Admission to the ELP may be recommended by the VCU Office of Undergraduate Admissions and International Admissions Office at the time of the application review. Students who want only English-as-a-second-language courses may apply directly to the program.

Placement in the ELP is based on the results of the English Language Placement Examination, a three-hour test in four parts: listening, reading, writing and an oral interview. Students receive their test results by meeting individually with an adviser, who makes recommendations, answers questions and registers students in the appropriate ELP course(s).

More information

For more information, students may contact the English Language Program Office at 817 W. Franklin St.; by phone at (804) 828-22551; by fax at (804) 828-22552 or by e-mail at geoo@vcu.edu.

Immigration Services

Ingrid A. Mercer
Director

Immigration Services serves international students and scholars by keeping them informed of all U.S. immigration laws and regulations. This unit provides assistance in obtaining appropriate visas and information and counseling to guide students (F-1), scholars, researchers, visitors (J-1), temporary specialized employees (H1B and TN), and all dependents within the university community so that they can successfully pursue and complete their academic goals.

International Admissions

Blair W. Brown
Director

VCU encourages qualified international students to seek admission to the university through the International Admissions Office. For complete information and application materials, students should write, fax, e-mail or download the application from the Web and contact International Admissions, Virginia Commonwealth University, 817 W. Franklin St., P.O. Box 843043, Richmond, VA 23284-3043, USA; call (804) 828-6016, e-mail vcaia@vcu.edu or access the Web at www.global.vcu.edu/students/admissions.

Applicants must complete the International Application for Undergraduate Admission form and submit academic records that demonstrate successful completion of secondary school education — usually 12 years of pre-university study in their own country. As required by U.S. regulations and by VCU admission policies, nonimmigrant applicants must demonstrate satisfactory academic achievement, adequate English proficiency, and the ability to finance all educational and living expenses.
Applicants can refer to the freshman admission guidelines, transfer admission guidelines and admission procedures in the “Admission to the University” section of this bulletin for specific program requirements.

VCU is unable to provide financial support for international undergraduate students. Therefore, an applicant who needs a student visa must present documented evidence of available financial support to cover living and educational expenses while studying at VCU.

**English language proficiency requirements**

To ensure maximum benefits from academic study at VCU, all nonnative English-speaking applicants, regardless of immigration status, must provide evidence of English language proficiency before admission and/or before enrollment in the university. English language proficiency is evaluated on factors such as amount and type of formal American education, TOEFL scores and Scholastic Aptitude Test scores.

In general, VCU requires a minimum score of 550 (paper-based), 213 (computer-based) or 80 (Internet based) on TOEFL for admission for undergraduate students. The university reserves the right to require additional testing and study in the VCU English Language Program prior to full-time enrollment in university courses.

**Nonimmigrants (students with temporary U.S. visas)**

Because of time constraints involved in processing international applications and obtaining visas, prospective international undergraduate applicants should submit all required admission and financial credentials at least three months before they plan to enroll. Applicants who are unable to meet the document submission deadline may not have time to obtain the necessary visa for study at VCU.

Proof of current visa type must be submitted to the International Admissions office before enrollment, unless the applicant is requesting an F-1 or J-1 visa. Students possessing F-1 or J-1 visas admitted to VCU must submit copies of all immigration documents to the VCU International Student Adviser before enrolling in classes.

**Immigrants (permanent residents, refugees and asylees)**

Since immigrant applicants usually are in the U.S. at the time an application is submitted, these students must meet the same application deadlines as American citizens. Immigrants should submit their applications to the Office of Undergraduate Admissions. If educated in the U.S., immigrant applicants are considered under the same academic policies applicable to U.S. citizens. If educated outside this country, the same academic records are required as those for nonimmigrant applicants.

VCU requires detailed information about U.S. immigration status. Proof of permanent residency or refugee and asylee status must be submitted with the admission application.

**International Student Recruitment**

**Robert A. Wood**

Associate Director

Empowered by presidential initiatives and strong institutional commitment to internationalize Virginia Commonwealth University, the Global Education Office recruitment staff has embarked upon a proven in-depth international student and scholar recruiting effort. The four-year-old recruiting initiative has been successful, resulting in a 67 percent increase in the university’s international student enrollment from 640 students in 2004 to more than 1,100 in the fall of 2006.

VCU representatives travel overseas to attend educational fairs, and visit secondary schools and advanced degree institutions to recruit highly qualified undergraduate and graduate students for all disciplines. The quality and scope of majors in VCU’s liberal arts college and 15 schools, as well as the welcoming nature of the international admissions policy, make VCU a strong and attractive choice for American education for many students. GEO international recruiting also engages students via the VCU websites and other electronic and media outlets. Ongoing contacts with school and university counselors and private education admissions are a priority.

Focus for travel has been to the emerging international student markets in the areas of the Middle East and Gulf regions, the Far East and Pacific Rim countries, southern Asia and Latin America. The office also takes advantage of the university’s close proximity to Washington, D.C., to visit and contact embassy educational ministries for access to scholarship students. International recruiting by the Global Education Office plays a vital role in diversifying and enhancing the international community at VCU and in the greater-Richmond area.

**International Student and Scholar Services**

Pamela O. Haney

Director

Robert A. Wood

Coordinator of Student and Scholar Services and Associate Director of International Recruitment

International students face many challenges when entering a new country. GEO’s International Student and Scholar Services offers assistance and guidance to students as they adjust to a different culture and pursue their educational goals. Student and Scholar coordinators help with pre- and post-arrival concerns, such as airport pick-ups, housing, banking, health insurance and other orientation activities.

Support continues throughout an international student’s stay at VCU. The Student and Scholar Services staff assists, advises and refers students with nonacademic issues, including personal, legal, health and cultural. Academic and immigration matters are referred to appropriate advisers. The coordinators also confer with VCU faculty, staff and university officials regarding student concerns.

A student’s American experience extends beyond the classroom. Student and Scholar Services offers educational, cultural and social activities that promote international understanding and community. The weekly International Student Coffee Hour is a casual gathering where students meet and make friends, practice spoken English and learn about upcoming VCU activities. Students are encouraged to participate in other monthly GEO-sponsored activities, such as camping, skiing, visiting historical sites and tours of Washington, D.C., or New York City.

GEO also recognizes the importance of a support network, particularly when students are far from family and friends. In addition to the International Student Coffee Hour and monthly activities, Student and Scholar Services also provides opportunities for students to develop relationships with those in the VCU and Richmond communities. American volunteers extend the hand of friendship as conversation partners, friendship partners and hosts for holiday visits.

For information or assistance, please contact International Student and Scholar Services, Global Education Office, 817 W. Franklin St., at (804) 828-0808, by fax at (804) 828-2552, or by e-mail at rawood@vcu.edu or pohaney@vcu.edu.

**VCU Globe: the Global Education Living-Learning Community**

Director (to be named)

The VCU Globe: the Global Education Living-Learning Community combines a global education curriculum with coordinated residential activities, experiential learning and leadership training through structured engagement in global communities on the VCU campus, in Richmond, Va., and abroad. Students learn about the challenges and opportunities that come with globalization and the unique potential of education to provide solutions; and they work collaboratively to identify problems and design interventions. Students move through the program in cohorts — sharing common courses, experiential learning activities and curricular programming. In the program, students expand their identity as global citizens, developing skills in leadership and teamwork both in global education and in their academic majors.

The curriculum of the VCU Globe is centered around seminars and applied experiences in global education, engagement and leadership. Global education has emerged as an important element in higher education with the recognition that students and faculty live and work in increasingly globalized settings. Global educational themes and concepts inform general and disciplinary curricula at institutions across the U.S., and global education is an emerging discipline within its own right. Global engagement is the transformative experience of deeply interacting with people and ideas spanning the contemporary world. The ideas of global education and the experiences of global engagement form the foundation necessary for the development of sound global leadership skills, such as effective cross-cultural communication, multicomponent organization and program evaluation.

Orientation to the VCU Globe occurs in the spring of freshman year. In the sophomore year, students are introduced to core concepts, including global
education as a learning paradigm, the role of the “culture broker” in professional fields and the emerging idea of world citizenship. Students go on to explore definitions of culture and community in the contemporary world, global communication styles and skills, and sustainable asset-based development. In advanced courses in the junior year, students study emerging ideas of citizen-leadership, trans-community communication and organization, and the global commons. In all courses, students take ideas learned in the classroom and put them to use teaching English as a second language in local global communities, mentoring international and English language-learning peers on campus, working in a wide array of global community organizations in Richmond and abroad, and developing and leading independent community-service projects.

In all elements of the program, students are encouraged to identify ideas, themes and skills of particular relevance to their academic major and professional plans. VCU Globe faculty and advisers facilitate students’ integration of global education content and experience with their majors, providing formal and informal mechanisms for major advisers to engage in global education curricular and cocurricular programming.

The VCU Globe collaborates with faculty and staff in the VCU Honors College and ASPiRE program to hold joint events, offer reciprocal courses and share facilities to make the Grace Street Village a vibrant and engaged intellectual center of campus activity.

Students apply to the VCU Globe in the fall of their freshman year. Students in any undergraduate major may apply, and applicants are expected to demonstrate interest in learning to effectively navigate within and between global communities at home and abroad, in professional and personal contexts. Accepted applicants participate in a credit-bearing orientation course in the spring of freshman year and enter the program and the residence hall in fall of sophomore year. They continue in the program and the residence hall through their junior year. Participation continues in the senior year with the GLED senior seminar, with some residential slots being available to seniors.

Students other than rising sophomores may petition to apply to the VCU Globe, provided they have at least six academic semesters (including fall, spring and summer) remaining at VCU before graduation. Such students should request a meeting with the director of the VCU Globe prior to submitting an application.

In order to graduate with a Certificate of Completion in Global Education, a student must:

- Complete GLED 101, GLED 201, GLED 202, GLED 301, GLED 302 and GLED 401, for a total of six credits
- Complete a GLED-only section of UNIV 200 Writing and Rhetoric
- Complete at least three additional credits from the Global Education list of approved courses
- Complete at least 40 hours of service work
- Demonstrate experience in cultural immersion
- Have a minimum 2.0 cumulative GPA at graduation
- Have a minimum 2.0 GPA in GLED courses at graduation
- Attend at least five VCU Globe events each academic year
- Submit curricular and cocurricular portfolios

Students who present exceptional service or leadership, as demonstrated by the portfolios, the completion of at least 18 credits in the program, a minimum GPA of 3.5 in the program, and are members of the Honors College, may be awarded honors in global education at graduation.

Given the varied academic and professional interests of students in the VCU Globe, the global education curriculum includes an annually updated list of approved courses from which students must select a total of three credits in consultation with a global education adviser. These courses will include special global education sections of existing courses and specialized full-semester courses, taught by global education faculty, faculty from units throughout the university and multidisciplinary teams of faculty. These courses are intended to develop students’ abilities crossing cultural and personal borders and to acquire such skills with reference to professional goals and plans. Courses focus on exposing students to a global range of individuals and groups of people, and students have direct and substantive contact with worldviews and experiences different from their own. Courses also seek to develop students’ awareness of the skills required of a global citizen/culture broker within relevant professional fields. Classes may be designed for particular majors, but generally do not have advanced prerequisites, so that interested global education students from a variety of majors may enroll.

Students must complete at least 40 hours of service work, the hours to be completed largely as part of core GLED course requirements. Service may be completed in a variety of campus and community, or even global, settings. On-campus opportunities include mentoring of international students, students in the English Language Program and new students in the VCU Globe. Students may also serve on the Global Education Office Student Advisory Board or participate in orientation of new international, English Language Program and VCU Globe students. Service opportunities in the community include working with non-native English-speaking children in local schools and ESL adults in community clinics. Cooperative agreements with organizations, such as the Richmond Office of Multicultural Affairs, also serve to place students in community settings. Opportunities for students to participate in international community service projects are available with VCU’s partnership universities and in conjunction with VCU faculty members.

Students beginning in the program engage in service activities on campus, with a high level of supervision and only following introductory training. This might include helping with orientation programming for international students or with English Language Program testing. As the students’ knowledge, skills and training advance, they are given the opportunity to mentor their peers on campus and to work with community organizations. Seniors selected for participation in GLED 493 Global Leadership Practicum exhibit a high level of professionalism and interpersonal sensitivity and strong communication skills, as well as demonstrated abilities in leadership and teamwork.

Included in both curricular and cocurricular programming are intensive and extensive training of all students to prepare them for their community service activities. This training includes explicit instruction on professional behavior and conduct, appropriate communication formats and styles, awareness of and sensitivity to the individuals and communities with whom they work, and the consequences of not behaving professionally and appropriately at all times when working in a service capacity. These themes are revisited often throughout the VCU Globe’s curriculum and cocurriculum.

Because of the nature of the service required of the VCU Globe’s students, all applicants must be able to pass a background check, necessary to working with students in local schools and in many other settings.

Cultural immersion refers to sustained, significant interaction with a new cultural group, during which a student exercises his/her abilities to empathetically observe and evaluate situations from the point of view of that cultural group’s members. It requires developing a sense of cultural differences and similarities and a critical reflection of one’s own cultural system. It may be demonstrated by one or more of the following:

- Proficiency in a foreign language equivalent to the intermediate level (through completion of a foreign language through the 202 level or equivalent through credit, placement testing or other demonstrated proficiency)
- Proficiency in English as a second language (through TOEFL score of at least 79, IELTS score of at least 6.0, VCU’s English Language Program placement testing or completion of VCU’s English Language Program)
- Completion of an approved study abroad program (with prior approval)
- Completion of an approved homestay program (with prior approval)
- Sustained substantive involvement in a global community organization at VCU or in the Richmond community (with prior approval)
- Completion of an international service project (with prior approval)
- Other experience with prior approval

A student’s plan for fulfilling this requirement should be discussed at initial advising meetings, and progress toward completion should be reviewed at subsequent meetings.

The content, training and service required in global education courses is cumulative, so that a student who fails a course prerequisite to another course will be unable to continue in the program’s curricular sequence. A student who fails a required GLED course may appeal according to the guidelines established in the university’s grade review procedure and may register for and attend the next required course in the sequence pending the outcome of that review. The student should first discuss the grade in question with the faculty member who assigned the grade, that faculty member explaining how the grade was determined. If the
student continues to feel that the grade was incorrectly assigned, a written appeal may be submitted to the director of the VCU Globe. Students appealing grades assume the burden of proof. The appeal shall state and support with all available evidence the reasons why the student believes the grade should be changed. For grades awarded for the fall semester, the written intent to appeal must be submitted no later than 14 calendar days after the beginning of the spring semester. For grades awarded for the spring semester, the written intent to appeal must be submitted no later than 14 calendar days after the first day of the summer semester. For grades awarded for the summer semester, the written intent to appeal must be submitted no later than 14 calendar days after the first day of the fall semester. If the appeal is not granted, the student must drop or withdraw from the course. Students must pass all required GLED courses and must be making satisfactory progress in the service aspect of the curriculum (as determined by VCU Globe staff) in order to continue in the program from sophomore to junior year and junior to senior year. Residency contracts are subject to annual reviews of satisfactory progress.

The integration of the global education curriculum into the academic programs of students majoring in a wide variety of disciplines and engaging in significant community service requires significant advising resources. The director of the VCU Globe works with global education faculty and VCU Globe staff to provide academic advising and community service placement and supervision, to supervise seniors engaged in practicum work and to liaise between the VCU Globe and community organizations and service supervisors.
The mission of the Virginia Commonwealth University Office of Research is to create an environment that enables our investigators to: 1) effectively compete for research funding, 2) responsibly conduct research in compliance with mandated policies and 3) broadly disseminate knowledge gained and discoveries made.

Research universities provide the nexus of discovery, education and service. The research process evolves into scholarly publication, enlightening histories, interpretative arts, lifesaving drugs and remarkable innovations ranging from nanotechnology to macroeconomics. Each day VCU researchers make progress toward improving our quality of life and our understanding of the world around us.

Research at VCU provides an incubator for training new scholars and a new generation of students who understand where and how knowledge is formed. No matter their chosen career, all researchers benefit from the curiosity instilled and the recognition that learning is a lifelong process.

The research enterprise at VCU has made substantial forward steps in recent years, doubling the sponsored award base, renovating laboratories, rebuilding the research subjects’ protection program and investing in state-of-the-art animal care equipment and facilities.

The VCU Office of Research seeks to partner with faculty in all schools and departments as they seek funding, plan studies, establish collaborations, calculate budgets, submit grant applications, negotiate industry contracts and secure patents and licensing agreements. Skilled staff within each of the major divisions — sponsored programs administration, research subjects protection, animal research, technology transfer, industry partnerships, and education and oversight — look forward to helping VCU faculty in all realms of the research process.

Affiliated research institutes include the Center for Clinical and Translational Research (and its Research Incubator), the Institute for Drug and Alcohol Studies; the Philips Institute of Oral and Craniofacial Molecular Biology; the Virginia Institute for Psychiatric and Behavioral Genetics; the Institute for Structural Biology and Drug Discovery; and the Institute for Women’s Health.

The center also serves as the administrative unit for the interdisciplinary graduate degrees in clinical and translational sciences.

Research Incubator

The Clinical and Translational Research Incubator is designed to serve as a hub for resources and networking opportunities for established researchers and junior clinical investigators who are working on novel, interdisciplinary and collaborative clinical research at VCU. The RI will support its investigators by coordinating and optimizing current resources and by developing innovative new resources to facilitate the research process. It is anticipated that faculty researchers from the schools of Allied Health Professions, Dentistry, Education, Engineering, Medicine, Nursing, Pharmacy and Social Work, as well as the College of Humanities and Sciences, will access services at the RI.
Undergraduate Bulletin

da Vinci Center for Innovation
A collaboration of VCU’s School of the Arts, School of Business and School of Engineering, the da Vinci Center for Innovation is a unique collegiate model that advances interdisciplinary innovation and technology-based entrepreneurship. Through academic and other program offerings, the da Vinci Center catalyzes innovation through the unity of arts, business and engineering disciplines as it prepares students to enter a product innovation career and supports learning initiatives by partner organizations.

da Vinci Center courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Follow this link to da Vinci Center innovation (INNO) courses.

Product Innovation, Certificate in (Undergraduate certificate)

The Certificate in Product Innovation allows undergraduate students to develop competency in the area of product innovation.

Employing an interdisciplinary perspective that embodies concepts from arts, design, business and engineering, students receive a robust learning experience that leads to an understanding of the challenges associated with and means for managing product design, product development and new-product introduction endeavors.

The Certificate in Product Innovation program runs concurrently with a student’s major and is not a stand-alone program. In order to participate in the program, students must have a declared major in the School of the Arts, the School of Business, the School of Engineering, the College of Humanities and Sciences, or other VCU unit that is an official partner of the da Vinci Center.

Interested students should first contact and then submit their application to the da Vinci Center for Innovation, which houses the certificate program. Students should apply to the program during or after taking the introductory course, INNO 200 Seminar in Product Innovation.

The certificate requires a minimum of 16 credit hours of approved course work as follows:

• INNO 200 Seminar in Product Innovation
• Non-discipline electives (Choose the courses offered by the schools outside the major; students from outside the Schools of the Arts, Business, and Engineering must take all three non-discipline electives.)
  • INNO 221 Introduction to Arts and Design Principles
  • INNO 223 Introduction to Business Principles, ECON 205 Economics of Product Development or MKTG 301 Marketing Principles
  • INNO 225 Introduction to Engineering and Technology Principles
• Two discipline-specific electives (approved 300- or 400-level courses in the major)*
• INNO 460 da Vinci Project*

* Students may take only one discipline-specific elective course while enrolled in INNO 460.

The director of VCU’s da Vinci Center for Innovation will approve all course work intended to satisfy all elective requirements.

For more information, contact the program coordinator for the da Vinci Center for Innovation at (804) 828-7188 or davincicenter@vcu.edu.
The Honors College
The Honors College is committed to enriching the students’ academic and personal endeavors. Since participants in The Honors College are serious students, special privileges beyond the vast resources available to all VCU students are provided. Some of these privileges include:

- An honors undergraduate research program
- Access to the Office of the National Scholarship Coordinator
- Honors advising
- Priority registration
- Special library privileges
- Honors-only housing

Graduation with University Honors

Academic advisers at VCU help students in The Honors College select classes that will fulfill the requirements for graduation and match students’ interests. In addition, honors students are eligible to take courses designated as “honors.” Some classes are specialized courses for The Honors College. Other honors courses are special sections of regular courses open only to honors students. Class size is limited to 20 students to maximize opportunities for interaction with the instructor and fellow students. All honors courses are noted on the student’s official transcript.

To graduate with the distinction of University Honors, entering freshmen must complete the honors core curriculum (18 credit hours) and an additional six credits of elective honors courses, maintain a minimum 3.5 cumulative GPA and present a dossier documenting how he or she has become a well-educated individual. The honors core curriculum comprises six courses: HONR 200, ENGL 295, PHYS 215, PHIL 230, MATH 230 and POLI/INTL 365. Continuing and transfer students entering The Honors College with 12-53 credits from their transfer institution must complete 12 credits in honors course work in order to graduate with University Honors. The dossier will be presented to the dean and the Honors Council in the penultimate semester of the student’s academic work. Details, including deadlines and tips on writing the dossier essay, are available on The Honors College website at www.honors.vcu.edu.

Admission to the Honors College

Eligibility requirements for incoming freshman students
Transfer student admissions
Admission for current VCU students
Responsibilities
Honors course approval process

Eligibility requirements for incoming freshman students

The Honors College is open to qualified entering freshmen, continuing students who demonstrate excellence after enrolling at VCU and transfer students who have shown similar ability at other institutions. High school graduates with combined new SAT scores of at least 1910 (from one test administration) and a 3.5 or higher unweighted high school GPA (on a four-point scale) or are the recipients of a VCU Presidential Scholarship are eligible for admission to The Honors College upon application.

Transfer student admissions

Transfer students with at least a 3.5 cumulative GPA in 12 to 74 semester credit hours of study from their transfer institution must complete an Honors College application and present a personal education essay. The essay describes the student’s perspective on his/her personal education. Specific directions for the paper are found in the admissions information for prospective students on the Honors College’s Web site at www.honors.vcu.edu.

Transfer students who have accumulated more than 74 credits of college course work may petition the dean of The Honors College to gain admission. Petitioning students must be prepared to offer an explanation for the delay of their application to The Honors College and present a plan for completing the requirements for graduation with University Honors. Appeals will be reviewed on a case-by-case basis.
Admission for current VCU students

Continuing students with at least a 3.5 cumulative GPA in 12 to 53 semester credits at VCU must complete an Honors College application and present a personal education essay. The essay describes the student’s perspective on his/her personal education. Specific directions for the paper are on the The Honors College Web site, www.honors.vcu.edu.

Continuing students who have accumulated more than 53 credits of college course work may petition the dean of The Honors College to gain admission. Petitioning students must be prepared to offer an explanation for the delay of their application to The Honors College and present a plan for completing the requirements for graduation with University Honors. Appeals will be reviewed on a case-by-case basis.

Responsibilities

Admission to The Honors College is a privilege that comes with certain responsibilities. In addition to maintaining at least a 3.5 cumulative GPA, honors students are expected to be active members of The Honors College community. To remain active, students must enroll in at least one honors course per academic year and attend at least three honors seminars or other honors events per semester.

To continue in The Honors College, a student must maintain a cumulative GPA of 3.5 or higher. Should a student’s cumulative GPA fall below 3.5, but not below a 3.0, the student may be placed on Honors Probation for one semester.

Honors course approval process

All courses designated as honors must be approved by the Honors College. For more information, contact the Honors College at (804) 828-1803 or visit www.honors.vcu.edu/academics.

Guaranteed Admission Program

The Honors College Guaranteed Admission (GA) Program allows some honors students to gain admission to certain of the university’s professional health sciences or graduate programs. (See the online Graduate or Professional Programs bulletins for specific program information.) Honors students in the GA Program generally may enter the program of their choice without required test scores (except for statistical purposes) and without payment of the application fee, provided they fulfill the requirements for graduating with University Honors and satisfy all of the requirements of the GA Program.

Guaranteed Admission Program application procedures

To be accepted into a Guaranteed Admission Program, a student must be accepted by the university, by The Honors College and by the admissions committee of the program the student wishes to enter. A separate application for guaranteed admission is required. The admissions committee may require an interview. The application (postmark) deadline for the GA Program (all health sciences) is Nov. 15 of the year prior to the year the student is planning to enroll at VCU.

For additional information about The Honors College GA Program, see The Honors College Web site at www.honors.vcu.edu, or write or call Dr. Anne L. Chandler, Senior Associate Dean, The Honors College, Virginia Commonwealth University, P.O. Box 843010, Richmond, VA 23284-3010, (804) 828-1803, achandle@vcu.edu.

Honors College courses

Descriptions for all courses offered by the university may be accessed through the online courses database at www.pubapps.vcu.edu/vcucourses. You may search by unit, subject or keyword, as well as by degree level.

Undergraduate Honors College (HONR) courses.
Undergraduate Bulletin

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