VIRGINIA WESLEYAN UNIVERSITY

VWU Global Campus Academic Catalog

2025 - 2026

COASTAL VIRGINIA'S PREMIER UNIVERSITY OF THE LIBERAL ARTS AND SCIENCES

VWU Global Campus Academic Catalog 2025 - 2026

Statement of Non-Discrimination

Virginia Wesleyan University is an Equal Opportunity Employer. Applicants are considered on the basis of skills, experience, and qualifications without regard to race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, sexual orientation, gender identity and expression, the presence of non-job-related medical disability, or any other legally protected status.

Complaints relevant to Title IX are managed by the University's Title IX Coordinator, Regina Barletta, 757.455.3316 or by emailing rbarletta@vwu.edu. Complaints may also be reported directly to the Office for Civil Rights.

This catalog is published by Virginia Wesleyan University and contains information concerning campus life, academic policies, program and course offerings, and career preparation. Students are expected to familiarize themselves with the academic policies contained in the catalog. Failure to do so does not excuse students from the requirements and regulations described herein.

Disclaimer: The catalog is offered as a guide, not as a contract. It is not intended to and does not contain all policies and regulations that relate to students. The University reserves the right to make alterations in programs, course offerings, policies, and fees without prior notice. This catalog was last updated on June 29, 2024.

For the Undergraduate Catalog, please visit: https://www.vwu.edu/academics/catalog.php

TABLE OF CONTENTS

University Information

Campus Offices 4

University Profile 6
- Vision and Mission 6
- Accreditation 6
- University Setting 6
- University History 6
- Environmental Guiding Principles 7
- Sustainability 8
- Honor Code and Creed 8
- Free Speech 9
- Student Complaints 9
- Physical Facilities 10

Academic Profile 14

Academic Resources 16
- The Learning Center 16
- Subject Tutoring 16
- Writing Studio 16
- Academic Advising 16
- Accommodations for Students with Disabilities 16
- H.C. Hofheimer II Library 17
- Innovative Teaching and Engaged Learning 17

The Lighthouse: Center for Exploration and Discovery 18
- Career Development 18
- Global Engagement 18
- Undergraduate Research 18
- Wesleyan Engaged 18
- Summer High Impact Practice 19

Graduate and Professional Opportunities 20
- Army ROTC: The Marlin Company 20
- Navy ROTC: Hampton Roads Naval Reserve Office Training Corps 20
- Graduate and Professional School Articulation Agreements 20
- Pre-Professional Information 27

Campus Life 31
- Jane P. Batten Student Center 31
- University Recreation and Wellness (UREC) 31
- Student Organizations 31
- Student Engagement 31
- Student Government Association 31
- Off the Hook 32
- Intercollegiate Athletics 32
- Fine and Performing Arts 32
- Counseling and Student Health 32
- Campus Ministries 33
- Technology 33
- Esports 33

Enrollment at Virginia Wesleyan 34
- Requirements for Undergraduate Students 34
- Requirements for Graduate Students 38

Financial Information 41
- Finance and Administration Policies 41
- Delinquent Account Policies 42
- Financial Aid Implications for Students who Withdraw or Stop Attending Classes 43
- Financial Aid 44
- Financial Aid Programs 45
- Satisfactory Academic Progress 46

Undergraduate Programs and Regulations 47
- Associate of Arts 48
- Bachelor of Arts 48
- Academic Regulations and Information 52
- Evening and Weekend Program (EWP) 61

Graduate Programs and Regulations 64
- Graduate Degree Requirements 64

Academic Program Information

Microcredentials **68**

VWU Global Campus Programs **70**

Undergraduate Program Requirements **71**

Associate of Arts **72**

Bachelor of Arts Programs **74**
Business 74
Comprehensive Liberal Studies 77
Criminal Justice 78
Environmental Studies 79
Management Information Systems 81
Music Production 82
Psychology 83
Social Science 85
Sociology 88
Sustainability Management 89

Graduate Programs of Study **90**
Master of Arts in Arts Leadership and Nonprofit Management (M.A.) 91
Master of Business Administration (M.B.A.) 93
Master of Education – Teacher Leadership (M.Ed.) 96
Master of Arts in Education (M.A.Ed.) 98
Master of Arts in Human Services (M.A.H.S.) 101
Master of Environmental Studies (M.Env.) 103
Master of Applied Psychology (M.A.) 106

University Directory **107**
Board of Trustees 107
Campus Directory 109
Full-Time Faculty 109
Faculty Emeriti 113
Campus Offices and Administrative Staff 115
Staff Emeriti 121

CAMPUS OFFICES

Virginia Wesleyan University, 5817 Wesleyan Drive, Virginia Beach, VA 23455 || www.vwu.edu

Academic Affairs
757.455.3210
www.vwu.edu/academics/academic-affairs

Academic Support Services/Learning Center
757.455.3122
www.vwu.edu/academics/learning-center

Alumni and Parent Engagement
757.455.2135
www.vwu.edu/alumni-a-friends

Athletics
757.455.3303
www.vwuathletics.com

Batten Honors College
757.455.3411
www.vwu.edu/academics/batten-honors-college/

Jane P. Batten Student Center
757.455.3200
www.vwu.edu/campus-life/batten-student-center/

Campus Ministries
757.455.3400
www.vwu.edu/campus-life/campus-ministries/

Campus Security
757-455-3349
www.vwu.edu/campus-security/

Campus Life and Operational Management
757.455.3273
www.vwu.edu/campus-life/campus-life

Career Development
757.455.3107
www.vwu.edu/academics/the-lighthouse/career-development

Counseling and Student Health
757.455.3131
www.vwu.edu/campus-life/counseling-services/

Dining Services
757.455.3281
vwudining.sodexomyway.com/

Disability Support Services
757.233.8898
www.vwu.edu/academics/academic-support/learning-center/disability-support-services.php

Finance
757.455.3280
www.vwu.edu/about/campus-offices/finance-and-administration/

Financial Aid
757.455.3345
www.vwu.edu/enrollment-aid/financial-aid/

Global Engagement
757.524.5542
www.vwu.edu/academics/the-lighthouse/study-away/

Health Services
757.455.3343
www.vwu.edu/campus-life/student-health-center

H.C. Hofheimer II Library
757.455.3224.
www.vwu.edu/library/

Human Resources
757.455.3316
www.vwu.edu/about/campus-offices/human-resources/

Institutional Research
757.455.3384
www.vwu.edu/about/campus-offices/institutional-research/

Kaufman Center for Enrollment
757.455.3208
www.vwu.edu/enrollment-aid

Malbon Center for Technology
757.524.5900
malboncenter.vwu.edu

Malbon Center for Technology Help Desk
757-524-5900
malboncenter.vwu.edu/support

Marketing and Communications
757.233.8757
www.vwu.edu/about-us/campus-offices/marketing-and-communications

Office of the President
757.455.3215
www.vwu.edu/president

Registrar
757.455.3358
www.vwu.edu/academics/registrar

Residence Life
757.455.3295
www.vwu.edu/campus-life/residence-life/

Robert Nusbaum Center
757.455.3129
www.vwu.edu/academics/robert-nusbaum-center

Scribner University Store
757.455.3100
universitystore.vwu.edu

Student Engagement
757.455.3383
www.vwu.edu/campus-life/student-activities/

Sentara Health Clinic
757.455.3343
www.vwu.edu/campus-life/student-health-center/

Trinder Center for Advancement
757.524.5508
www.vwu.edu/giving/

URec Recreation and Wellness
757.455.3105
www.vwu.edu/campus-life/urec/

VWU Global Campus
757.455.3263
www.vwu.edu/academics/vwu-global

Wesleyan Engaged
757.455.3216
www.vwu.edu/campus-life/wesleyan-engaged

Additional campus office listings can be found at www.vwu.edu/about-us/campus-offices

UNIVERSITY PROFILE

Vision

Virginia Wesleyan University is *Coastal Virginia's Premier University of the Liberal Arts and Sciences*.

Mission Statement

An inclusive community grounded in the liberal arts and sciences and dedicated to scholarship, service, lifelong learning, and environmental stewardship, Virginia Wesleyan University inspires students to build meaningful lives through engagement in Coastal Virginia's dynamic metropolitan region, the nation, and the world.

Accreditation

Virginia Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and masters degrees. Virginia Wesleyan University may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Virginia Wesleyan University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

University Setting

Virginia Wesleyan has often been defined by its desirable and unique location in Coastal Virginia. Located in Virginia Beach, the University is just minutes from the Atlantic Ocean and the Chesapeake Bay on a beautiful 300-acre park-like campus. The area is home to a host of business, governmental, and cultural institutions, as well as rich historical and natural resources that offer tremendous opportunities for students. The University's setting complements its dual commitment to the development of the intellect and to involvement in society. Nestled in the heart of one of Virginia's largest metropolitan areas, Virginia Wesleyan is physically insulated from the bustle of the city traffic, and yet the vast resources of its surrounding urban area are easily accessible. Regardless of their major(s), students are only a few minutes away from a living laboratory. The University offers many opportunities for students to bring the theoretical and the practical together in this rich environment.

University History

Virginia Wesleyan College received full accreditation in its first year of eligibility, enjoyed steady enrollment gains, and attained membership in the selective Virginia Foundation for Independent Colleges. The College held its first commencement in May 1970, graduating 41 pioneering students. Since then, the College has become a University and has grown to 3,200 students in all programs and all locations with 1,500 traditional students on the main campus and more than 10,000 living alumni.

Rooted in the liberal arts tradition, Virginia Wesleyan provides a broad academic foundation while cultivating productive and engaged citizens. Funded by the Teagle Foundation, the University developed a unique enhanced four-credit-hour curricular model, implemented in 2011, that prepares students by providing them with expanded opportunities to learn by doing, to connect theory to practice, and to link the classroom to the world.

During the 2016-17 academic year, Virginia Wesleyan's academic program was organized to reflect a more contemporary model. The institution organized its academic program into schools—the Susan S. Goode School of Arts and Humanities, the Joan P. Brock School of Mathematics and Natural Sciences, and the Birdsong School of Social Science. In 2018, the D. Henry Watts School of Professional Studies was added. The Batten Honors College was founded in 2016 and establishment of Virginia Wesleyan University Global followed. In 2020, the University entered into an exclusive collaboration agreement for a joint campus in Tokyo, Japan. This collaboration between Lakeland University Japan and VWU Global enrolls approximately 400 students in associate degree programs.

Today, Virginia Wesleyan University is an innovative, comprehensive university that brings together a College of Arts and Sciences with an elite Honors College and the four traditional schools and a College of Professional Studies in the VWU Global Campus that offers evening and weekend, online, lifelong learning, graduate programs, and our collaborative campus in Japan. We also house two independent incorporated secondary school academies on campus, Tidewater Collegiate Academy and Chesapeake Bay Academy, that provide laboratory opportunities for our students.

Virginia Wesleyan College was authorized by the State Council of Higher Education for Virginia to become Virginia Wesleyan University, effective with the start of the 2017-18 academic year. Many institutional achievements led to this pivotal moment in the institution's history, most notably the structuring of the academic program, initiation of the Batten Honors College, completion of a comprehensive campus master planning process, and a move to Level III status with the Southern Association of Colleges and Schools Commission on Colleges. The change in status enabled the addition of new graduate programs and an online degree program. Accreditation for the campus in Japan is authorized through the Higher Learning Commission (HLC) and Lakeland University.

Virginia Wesleyan has had four presidents: Joseph S. Johnston (1965), Lambuth M. Clarke (1966-1992), William T. "Billy" Greer (1992-2015), and Scott D. Miller (2015-). Rev. Johnston served as “executive officer” from 1961 to 1964 before serving as the first president.

Environmental Guiding Principles

Virginia Wesleyan University recognizes our responsibility to protect and enhance the environment and its biodiversity for the health of local and global ecosystems, future generations, and ourselves. We are committed to responsible stewardship of campus resources and to demonstrating leadership in sustainability. As a learning community located in the rich and unique ecosystems of Coastal Virginia and the Chesapeake Bay watershed, we are committed to promoting and developing the next generation of environmental stewards. The ongoing sustainability efforts of the University reflect a larger commitment to ethical conduct and social responsibility through environmental stewardship and education.

We seek to be a campus community:

- In which the University is an environmental leader in all aspects of institutional functions, including planning, operations, purchasing, and maintenance;
- In which environmental efforts encourage interdisciplinary and collaborative teaching and research;
- In which diversity, inclusion, and equity are valued and recognized for their role in supporting and creating a vibrant, sustainable, healthy, and resilient community;
- In which we acknowledge our obligation to live responsibly as part of a forested ecosystem that mantles our campus and promotes a rich learning environment;
- In which we build a campus community that promotes health and wellness efforts in harmony with the natural world; and
- In which University leadership and expertise contribute to Coastal Virginia’s local and regional environmental efforts.

To advance our goals, we will:

- Incorporate environmental and social concerns as a priority in University decision making, planning, and investing;
- Consider social, environmental, and economic impacts of Virginia Wesleyan’s policies, practices, and growth;
- Train the next generation of environmental stewards and professionals of local and regional distinction;
- Foster the University’s national-niche programs in environmental sciences and the Batten Honors College by encouraging investments from internal and external resources;
- Seek practices and procedures that protect, enhance, and regenerate the environment;
- Promote the University as a living laboratory for sustainability, contributing to the education, outreach, and research mission of the University;
- Use participatory processes in developing Virginia Wesleyan’s policies and practices; and

- Fulfill our responsibility as good neighbors by working with the community to foster social equity, environmental justice, and healthy natural systems.

Our decisions and actions will be guided by the Virginia Wesleyan University mission statement, reflective of the University's values and resources. As a learning institution, we recognize that achieving environmental sustainability will be an evolving practice.

Sustainability

The ongoing sustainability efforts of the University's faculty, staff, and students reflect a larger commitment to ethical conduct and social responsibility through environmental stewardship and education. The University's Environmental Guiding Principles shape Virginia Wesleyan's commitment to waste reduction, recycling, energy efficiency, green building practices, composting and other earth-friendly landscaping practices, promotion of public transportation and more.

When he became University President in 2015, Dr. Miller's demonstrated commitment to sustainability reinforced Virginia Wesleyan's own efforts. The Climate Commitment, carbon neutrality, and climate resilience initiative led by Second Nature sets new standards for climate leadership in higher education. Current VWU President Dr. Scott D. Miller was a charter signatory when this initiative was passed in 2006.

Virginia Wesleyan is also one of approximately 60 institutions nationwide that is a part of the Intentional Endowments Network, committed to environmental and socially responsible endowment investing. In 2022, Virginia Wesleyan was one of 411 campuses across the nation to receive Tree Campus Higher Education recognition from the Arbor Foundation. The University is also a member of the U.S. Green Building Council and the Association for the Advancement of Sustainability in Higher Education.

The Honor Code

Virginia Wesleyan University is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty. The purpose of the Virginia Wesleyan Honor Code is to foster an environment of learning based upon trustworthiness and willingness to assume personal responsibility for honorable behavior. Acts of academic dishonesty, which include cheating, plagiarism, lying, theft, and falsifying data, are violations of the Honor Code. Once students become members of the University community and are presumed to understand the nature of such violations, they are responsible for avoiding them and for the consequences if they do not. The Honor Code, available on the University's website, offers guidelines for academic conduct and disciplinary procedures for infractions of the code.

The Virginia Wesleyan Creed

- We accept and support the Virginia Wesleyan Honor Code;
  A commitment to trustworthiness and a willingness to assume personal responsibility for honorable behavior.

- We seek experiences that enhance personal academic excellence and an integrated liberal arts perspective;
  A commitment to sustained achievement in the classroom.

- We abide by and uphold the Virginia Wesleyan Community Standards;
  A commitment to good campus citizenship in all undertakings.

- We value and respect diversity in all facets of our multicultural society;
  A commitment to recognize and to celebrate the importance of cultural differences within our campus community and to oppose all forms of discrimination.

- We aspire to be a supportive community that respects the value of faith and religious freedom;
  A commitment to cultivate spiritual sensitivity and to foster personal commitment that leads to ethical conduct.

- We respect the personal belongings of others and the property of the University;
  A commitment to oppose all forms of vandalism or theft of personal and University property.

- We accept our role in protecting the environment;
  A commitment to stewardship through sustainable practices.

- We embrace the importance of personal well-being;
  A commitment to a healthy lifestyle in all its facets.

- We engage in the civic life and activities of our community;
  A commitment to improve the quality of life of others.

Free Speech

Virginia Wesleyan University is an inclusive environment that appreciates and celebrates freedom of expression. The University understands that with freedom comes responsibility. We trust that our community members will practice good judgment and consider the rights of others, as well as their own, when practicing such freedom. More so, our community recognizes that, on occasion, some members of the community may view the expression of certain ideas of others as offensive, insensitive, or even harmful.

The University prohibits expression considered unlawful or that which violates institutional policy or disrupts essential University operations. Additionally, the University may reasonably regulate the time, place, or manner of some expression to ensure that it does not disrupt mission essential functions of delivering education and providing a safe and secure campus. Prohibited language or expression includes, but is not limited to, sexual harassment, bullying, trespassing, defamation, civil harassment, imminent threats, and incitement to unlawful conduct.

Student Complaints

Virginia Wesleyan University has a comprehensive set of policies, programs, and procedures for responding to student complaints.

Virginia Wesleyan University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate and master's degrees. Questions about the accreditation of Virginia Wesleyan University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Please note that the SACSCOC complaint process is not intended to be used to involve the Commission in disputes between individuals and member institutions or to cause the Commission to interpose itself as a reviewing authority in individual matters; nor does the policy allow the Commission to seek redress on an individual's behalf. The primary purpose of the SACSCOC complaint procedures is to acquire valuable information regarding an accredited institution's possible non-compliance with accreditation standards, policies, and procedures. Normal inquiries about the University should be addressed directly to the University and not to SACSCOC. To register a complaint against Virginia Wesleyan University for any reason unrelated to accreditation, please contact the President's Office at 757-455-3215 or by email at officeofthepresident@vwu.edu.

The Senior Vice President, or designee, is responsible for responding to student complaints and/or letters of concern from students and parents regarding matters of campus life. These complaints are maintained electronically by the Senior Vice President.

The Provost and Vice President, in a similar manner, addresses questions and concerns regarding the academic program. Records of these complaints are maintained in the Office of the Provost. For matters pertaining to faculty, students may contact the Office of the Provost, and they will be referred to the respective School Dean. For grade appeals, students should follow the process laid out in the Educational Programs section of this catalog.

The Director of Human Resources will be informed and consulted, and records will be maintained accordingly in cases involving a staff member and when the situation warrants.

Responses to complaints will be managed in a prompt and efficient manner and in a fashion that will best address the issue presented. In most cases, a response will be provided within seven days from the receipt of the concern.

Once all institutional processes have been exhausted and the complaint has not been resolved, students may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV). SCHEV can be contacted at 804.225.2600 or through the SCHEV Student Complaint Process at SCHEV.edu. To file a complaint against Virginia Wesleyan University for alleged non-compliance with an accreditation standard or requirement, please consult Complaint Procedures against SACSCOC or its Accredited Institutions at SACS.org.

Complaints against an Institution operating under NC-SARA (State Authorization Reciprocity Agreements) policies go first through the Institution's own procedures for resolution of grievances.

If a complaint is not resolved at the institutional level, the student may appeal to the institution's NC-SARA state portal entity as noted on the NC-SARA website: https://nc-sara.org/. The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia.

Our office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Physical Facilities

Virginia Wesleyan's buildings, all constructed since 1966, are situated in the midst of luxurious lawns, expansive athletic fields, and verdant woodlands, with four villages surrounding a central academic core. The following complexes and buildings, with completion dates noted, house the University's academic, administrative, residential, and athletic functions.

Jerry G. Bray, Jr. Village (1966)

Bray Village, formerly known as Village I, includes Louise W. Eggleston Hall, Abel E. and Clara Eaton Kellam Hall, Margarette Hanes Old Hall, and Paul Howard Rose Hall that house undergraduate students. Three academic buildings—Birdsong Hall, Peter D. Pruden Hall, and Aubrey L. Eggleston Commons—host faculty offices and classroom space for a variety of disciplines.

Susan T. Beverly Hall (1966, 2020) and Edward D. Hofheimer Theatre (1981, 2020)

Virginia Wesleyan University offers fine art offerings in art, music, and theatre. Newly renovated, this fine arts complex includes the Robert G. Cabell III and Maude Morgan Cabell Foundation Visual Arts Studios, The Mary Morton Parsons Foundation Ensemble Rehearsal Room, Alison J. and Ella W. Parsons Fund Fine Arts Entrance & Lobby, and the James A. Hixon Music Studios. The Edward D. Hofheimer Theatre is a versatile facility that serves as a setting for theatrical instruction as well as performance.

Henry Clay Hofheimer II Library (1969, 2008)

Virginia Wesleyan's library is an attractive building that sits at the center of the campus. The building houses a variety of academic and information resources and services to support the University's liberal arts mission. It also houses the

Virginia Wesleyan Archives, as well as the Neil Britton Gallery and Barclay Sheaks Gallery. The computer lab and a variety of study, instruction, and work spaces combine to make it a versatile setting where students are free to engage in scholarly learning and research, collaboration, conversation, reading or mere relaxation.

A new addition to the Hofheimer Library is the Athenaeum: a modernized learning environment designed to support both academic and professional development. Key features of the Athenaeum include the raised Forum Stage, a flexible space for readings, lectures, panel discussions, and public events; lounge and meeting areas - comfortable, furnished spaces for receptions, meetings, and informal gatherings; expanded galleries and seminar rooms, integrating the Neil Britton Gallery, Barclay Sheaks Gallery, and Pruden Seminar Room for exhibitions, lectures, and study; as well as a 24-hour study lounge, featuring a dedicated computer bay for students needing access to e-books and digital resources. In addition to its role as a learning commons, the Athenaeum houses the Offices for Career Development, Civic Engagement and Service Learning, Global Engagement, Undergraduate research and creativity, VWU Online, and Instructional Technology, as well as an office for VWU's shared-resources affiliate, Virginia Christian College.

Dennie Allen Village (1970, 1990, 2002, 2014)
Allen Village, formerly known as Village II, is home to residence halls and academic buildings. East Hall, J. Franklin Little Hall, Alison J. and Elia W. Parsons Hall, Walker Clarke Gum Hall, Joseph S. Johnston Hall, Landmark Hall, and William Travis Smithdeal Hall house undergraduate students. Charles and Bertha Mast Graybeal Hall, Guy C. and Ora Goodwin Roop Hall and the Floyd E. Kellam, Jr. Social Science Lab are home to classrooms, faculty offices, and other academic spaces.

S. Frank and Wilma Williamson Blocker Hall (1970, 1988, 2011, 2017)
Blocker Hall houses most sciences and humanities offices, laboratories, and classrooms and the administrative office for the Batten Honors College (2017). It also includes S. Frank Blocker, Jr. Auditorium.

Monumental Chapel and Beazley Recital Hall (1975, 2020)
The Monumental Chapel and Beazley Recital Hall hosts both campus ministries and musical events. Renovated in 2020, the space now hosts a choral music library and instrument storage. The space also has sound-diffusing panels for outstanding acoustics and is home to one of the campus Steinway pianos.

Joan and Macon Brock Village (1993, 2005)
Brock Village, formerly known as Village III, is home to North Hall, South Hall, and Harry I. and Elizabeth W. Teagle Hall, as well as apartments and townhouses for upper-class students.

Lambuth M. Clarke Hall (1998, 2024)
Clarke Hall exemplifies the University's commitment to providing state-of-the-art teaching technologies. Teaching spaces, including a tiered classroom, are equipped with computers, document cameras, and interfacing capabilities. The building also contains The Lighthouse: Center for Exploration & Discovery, the Learning Center, the D. Henry Watts Academic Affairs Suite, the Innovative Teaching and Experiential Learning (INTEL) Office, the Robert Nusbaum Center, Civic Engagement and Service Learning, the Beazley Foundation Computer Center, and faculty offices. The building was renovated in the last few years with new technology, classrooms, office space, and a new cybersecurity lab to support Workforce Development partnerships and Business and Computer Science and Information Systems programs.

Katherine B. and Mills E. Godwin, Jr. Hall (1999)
Godwin Hall accommodates many of the University's administrative offices, including the Birdsong Presidential Suite (Office of the President), the David L. Kaufman Center for Enrollment, the John A. Trinder Center for Advancement, the VWU Global Campus and the Office of Marketing & Communications.

Jane P. Batten Student Center (2002)
The Jane P. Batten Student Center features the Cunningham Gymnasium (a multi-purpose athletic center); A. Kenneth Scribner, Sr. University Store; a 36-foot rock-climbing wall; The Lingo Fitness Center; natatorium; an elevated jogging track; racquetball courts; Coastal Market, and the Harbor Grille. Indoor athletic teams compete in TowneBank Arena,

home to Donald M. Forsyth Court. Intercollegiate Athletics, Campus Life, Finance and Administration, Campus Ministries, and many student service offices are housed in the Batten Student Center, as well as the Esports Arena, communication laboratory space, and some faculty offices.

Honors Village (2008)
Honors Village, previously known as Village IV, is home to the students of the Batten Honors College. These students live in the apartment style housing of Broyles Hall, DeFord Hall, Hendrix Hall, Mastracco Hall, Watts Hall, and Honors Hall.

Everett Tennis Center (2011)
The Everett Tennis Center contains eight courts including two championship courts and two lighted grandstand courts. The Center features spectator-friendly fencing, lighted grandstand courts, a welcome gazebo, a viewing stand, and a brick facade entrance.

Birdsong Field (2015)
This field is a synthetic turf field and athletic venue supporting field hockey, men's and women's lacrosse and intramural sports. Paphites Pavilion features a prominent entryway with ticketing, concessions and restrooms; and field lighting.

Greer Environmental Sciences Center (2017)
Organized thematically around the earth's four spheres—atmosphere, hydrosphere, lithosphere and biosphere—the Greer Environmental Sciences Center features sophisticated indoor and outdoor learning spaces that embody "science on display" and promote hands-on experiences, interactive learning and interdisciplinary research.

Greenhouse (2017)
Virginia Wesleyan's greenhouse provides a laboratory for courses in botany and contains an extensive and diverse collection of plants, supporting courses that investigate the diversity of life on our planet. The Greenhouse also supports student and faculty research and provides work opportunities for students interested in botany.

Betty S. Rogers Track and Field Center (2017)
The Betty S. Rogers Track and Field Center is a 400-meter facility featuring an eight-lane track, discus and hammer throw, high jump, long jump/triple jump, pole vault, shot put, and steeplechase.

Frank Blocker, Jr. Youth Center at YMCA Camp Red Feather (2017)
Blocker Youth Center contains three large seminar style that open up into a large multi-purpose room, four offices, a reception area, kitchen, and an adjacent outdoor amphitheater with a stage. The facility is used during the academic year by Tidewater Collegiate Academy—the University's laboratory school and early enrollment partner—and in the summer months by YMCA Camp Red Feather.

Kenneth R. Perry Field at TowneBank Park (2017)
Kenneth R. Perry Field (baseball) is located in TowneBank Park off Marlin Way near the East Gate. Named in memory of a founding trustee, the facility includes a 370-seat grandstand; a climate-controlled press box; and modern dugouts and bullpens.

Broyles Field at TowneBank Park (2019)
Broyles Field (softball) is located adjacent to Kenneth R. Perry Field at TowneBank Park. Constructed in 2019, the facility is named for long-time trustee Tom Broyles and his late wife Betty. It includes seating for 400, climate-controlled press box, modern dugouts, bullpen, and an auxiliary building. Broyles Field at TowneBank Park is home to the three-time NCAA National Championship softball team.

Susan S. Goode Fine and Performing Arts Center (2019)
This facility features the impressive glass-enclosed Eleanor and Henry Watts Grand Lobby and Gallery and the Joan and Macon Brock Theatre. Support spaces ring the stage, including a scene shop, dressing rooms, green room, costume, prop, and equipment storage. A plaza for outdoor programming overlooks the Susan Beverly Grand Terrace and Pond.

The center serves as a unique venue for student productions, visiting artists and speakers, community performances, conferences, and awards ceremonies.

The Beacon (2019)
Adjacent to Monumental Chapel, the Beacon not only symbolizes Virginia Wesleyan's United Methodist heritage, but for many, it visually represents the passion of those who laid the University's foundation. It lights up with school colors after Marlin athletics wins and plays the VWU fight song, "On, Virginia Wesleyan!" at noon, followed by the Alma Mater at 5 p.m. symbolizing Virginia Wesleyan's bright future, the Beacon invokes a strong sense of belonging for all who visit campus.

Coastal 61 (2020)
This nine-building, 244 luxury-apartment community opened in 2020 on the north side of Wesleyan Drive. A public-private partnership between Virginia Wesleyan and The Franklin Johnston Group, the community is open to the public and also provides living space for upper-level and graduate students, faculty, and staff.

Malbon Center for Technology (2020)
The Malbon Center is named for Trustee John Malbon to honor his strategic leadership of technology initiatives at Virginia Wesleyan. The Malbon Center in Pruden Hall is home to the administrative technology offices while the Malbon Center for Technology Helpdesk is located in Lambuth M. Clarke Hall.

TowneBank Arena in the Jane P. Batten Student Center (2020)
This 2,000-seat arena is the home of Marlin volleyball and basketball, and also hosts a wide range of other events for both the campus community and coastal Virginia. The arena includes Champions Foyer, the Hall of Fame, locker rooms, Pearce Hospitality Suite, and athletics offices.

Deford Manor (2021)
DeFord Manor is the private on-campus residence of the president of Virginia Wesleyan University, named in honor of longtime Trustees and benefactors Bob and Nancy DeFord. It features extensive indoor and outdoor entertainment areas on the ground level and the president's private residence on the second floor. DeFord Manor is fronted by The Shelhorse Lawn and Ponds, named in honor of Bill Shelhorse ('70). The garden and pool area immediately behind DeFord Manor is named Virginia Oveda Williams DeFord Terrace in honor of Bob DeFord's mother. Located just outside the terrace is a Japanese Garden, with 10 trees – Japanese Cherry, Japanese Snowbell, and Japanese Holly – named in honor of David R. Black (H '21), a university president for nearly 30 years and executive-in-residence at VWU.

Tasso Paphites Soccer Complex (2022), Trinder Center (1998), and Foster Field (1998)
Home of the University's soccer programs, the Tassos Paphites Soccer Complex includes Foster Field and the Trinder Center. The Center serves as a prominent entryway to the Complex with ticketing, concessions, entertainment, locker rooms and restrooms. Foster Field has field lighting, seating for 1,000 spectators, a press box, and an electronic scoreboard. Trinder Center locker rooms also serve as the men's and women's lacrosse and field hockey programs which use Birdsong Field.

Brock Commons (2022) and Robert F. and Sara M. Boyd Dining Center (1991, 2020)
Brock Commons completes the renovation and expansion of the dining facilities at VWU. The project includes the addition of the beautiful new outdoor dining area facing the University Quad, the main serving area, and the Joan P. Brock Room for groups of up to 135 guests. Renovated in 2020, the Boyd Dining Center and related facilities house the student dining hall, and the Board of Trustees Suite, which includes the Princess Anne Dining Room, Founders' Foyer, and the Shafer Board Room.

D. Henry and Eleanor Watts Field House and Perry Field House (2023)
D. Henry and Eleanor Watts Field House (softball) and the Perry Field House (baseball) were added in 2023 to service TowneBank Park with team locker rooms and restroom facilities.

Eric Nyman Performance Golf Center (2024)
The Eric Nyman Performance Golf Center featuring Foresight Sports GCQuad and Falcon technology creating state-of-the-art practice and simulated play facility.

ACADEMIC PROFILE

The Liberal Arts and Sciences at Virginia Wesleyan University

As a University of the liberal arts and sciences, Virginia Wesleyan embraces the values inherent in a liberal education—an education dedicated to developing the open-minded, disciplined reflection necessary not only to professional success, but also to a life of personal accomplishment and social commitment.

The University's academic program brings the ancient tradition of liberal education into the here and now. The general education requirement emphasizes breadth, showing students how to investigate complex subjects from multiple perspectives and how to make connections among various disciplinary approaches to a subject. The academic concentration requirement emphasizes depth, showing students how to focus on a single discipline or field of study.

Classes are small and students are expected to engage their fellow students and the faculty in an active learning environment. They develop intellectual confidence and independent thinking skills, as well as respect for others, intellectual humility in the face of complexity, and openness to a better argument.

A Virginia Wesleyan education is a pathway to a fuller, more active, more compassionate, and more satisfying life. It is also excellent preparation for a career chosen from a wide range of fields, including the arts, the sciences, business, law, education, health care, entertainment, and public service.

Faculty Values and Practices

Virginia Wesleyan has, by design, recruited faculty members whose primary interest and commitment is to classroom teaching. In addition, faculty members are engaged in a wide range of scholarly and artistic activities and civic engagement. They hold earned degrees from over 140 colleges and universities, both in the U.S. and abroad. The richness of this educational experience is felt in their influence at Virginia Wesleyan.

The faculty at Virginia Wesleyan are committed to the following academic values and practices that underlie the academic program:

1. ***Offering an academic experience that is student-driven.***
   The curriculum emphasizes inquiry-based learning in which students learn to develop intellectual interests and independent questioning skills that lead them to new knowledge as they pursue their goals. Faculty teach essential course content, but they also see the necessity of entrusting the academic lives of their students to the students themselves.
2. ***Providing individualized attention.***
   The small student-to-faculty ratio allows professors to assist students individually by working closely with them on class projects and papers, by holding them accountable for regular work and other course responsibilities, and by helping them respond to intellectual challenges.
3. ***Supporting the creation of substantial pieces of student work.***
   In most courses, faculty guide students through the production of major papers and other projects. They also mentor students who choose to pursue a variety of independent research opportunities, including those sponsored by the Undergraduate Research Program, which culminates in Port Day symposia that are held towards the end of the fall and spring semesters. These programs are open to all students.
4. ***Providing opportunities for experiential learning.***
   In addition to the many opportunities offered through course enhancements, faculty members are committed to developing and supporting the wider academic program, which offers an array of experiential learning opportunities, including travel abroad in January Term, semesters abroad, civic engagement opportunities such as the annual Homeless Shelter week, internships and externships related to specific academic disciplines, and intercollegiate academic activities such as the Model U.N. and Ethics Bowl programs.

5. ***Offering a multi-faceted educational experience.***
   Although faculty members have their own academic specialties, their interests tend to be broad and their experiences varied, so that the educational program as a whole manifests a commitment to considering multiple approaches to intellectual questions. This flexibility is evident in the faculty's support of the General Education Program, as well as the various experiential learning opportunities listed above.
6. ***Providing quality faculty advising.***
   Faculty assist students personally as they choose majors, minors, and elective courses; they also mentor students as they address issues related to their academic performance, plan their careers, and apply to graduate and professional schools.
7. ***Encouraging civic engagement.***
   Our faculty have designed the curriculum to encourage reflection on the ethical dimensions of human experience by asking students to think about their values and their civic and human roles and responsibilities. While no specific cause or ideology is promoted, faculty intend that students should come to recognize and value their involvement in various local, regional, national, and global communities.

In short, under the direction of a strong, dedicated faculty, Virginia Wesleyan's academic program challenges students to take responsibility for their learning, to embrace a wide variety of academic experiences, and to commit themselves to substantial intellectual work and personal development.

Virginia Wesleyan's 4 Credit Curriculum

In 2011, Virginia Wesleyan implemented a new initiative designed to make every course more engaging and every program more focused on helping students become successful, independent learners. The standard course was expanded from three semester hours to four, challenging students in each course to explore its content more deeply and offering them more engaging learning activities. Instead of taking five 3-hour courses in a semester, students typically average four 4-hour courses.

Some courses meet four hours per week and cover additional material, thereby yielding a fourth semester hour. Many other courses, however, meet only three hours a week in the classroom but are enhanced with out-of-class experiences and projects that justify a fourth credit. Course credits are calculated using the Carnegie credit hour as its standard of measure. The Carnegie standard defines one credit hour as roughly one hour in class and two hours outside class, for a total of three hours per week instructional time over a semester of approximately fifteen weeks. The out-of-class experiences may include field trips, volunteer work, independent and collaborative research projects, and/or opportunities to work with advanced technological tools. In other words, students have expanded opportunities to learn by doing, to connect theory to practice, and to link their classrooms to the world.

ACADEMIC RESOURCES

The Learning Center

Located on the second floor of Clarke Hall, the Learning Center houses staff, services, and support for students' academic success, including subject tutoring, the Writing Studio, Academic Advising, and Disability Services. Online students are offered tutoring in a variety of subjects through the Blackboard course management system.

Subject Tutoring

Individual and group tutoring is available for most subjects and courses. Subject Tutors are student peers who have excelled in the courses they tutor and who have been hired for their knowledge and ability to explain relevant concepts to others. Subject tutoring is available during fall and spring semesters. Additionally, 24/7 online subject and writing tutoring are available throughout the year. Online students are offered tutoring in a variety of subjects including writing, through the Blackboard course management system.

Writing Studio

Writing Consultants and Student Peer Writing Tutors are available to help students at any stage in the writing process with any writing assignment. Consultants are professionals with graduate degrees who are often adjunct faculty at VWU. Peer Writing Tutors are student writers who have been trained in best theories and practices of Writing and who have been nominated by their professors for their writing acumen. Writing Consultants and Student Peer Writing Tutors are trained to help students on any writing task to help them develop their writing skills and hone their individual writing process.

Academic Advising

The advising system at Virginia Wesleyan University fosters the growth of strong relationships between students, staff, and faculty, enabling student success through intentional connections with people, academic programs, and processes of the University. The academic advising system supports academic planning, retention, and professional growth as students work toward a timely graduation and pursue life and career goals.

All students are assigned an academic advisor. Academic Advisors are responsible for helping students learn to construct a degree plan, develop fluency in degree requirements, navigate WebAdvisor, and understand what it takes to be successful in college. Leading up to graduation, the student's Advisor certifies that the student has completed requirements for graduation. Advisors will make every attempt to give effective guidance to students in academic matters and to refer students to those qualified to help them in other matters, but the final responsibility for meeting all academic requirements for a selected program rests with the student.

Accommodations for Students with Disabilities

Virginia Wesleyan recognizes and is sensitive to the needs of students with disabilities. In keeping with the Americans with Disability Act (and its revised version) and Section 504 of the Rehabilitation Act of 1973, the University provides academic accommodations and services for students with disabilities through the Disability Services Office. The Disability Services Coordinator works with students to verify documentation, determine eligibility for accommodations, evaluate students' needs, help to arrange accommodations, and encourage communication between students and instructors. Students who want to receive accommodations are required to disclose their disability to the Disability Services staff and provide documentation of their disability. Students may contact the Disability Services Office at (757) 455-8898 or Crit Muniz at nmuniz@vwu.edu to arrange an appointment to begin the process of receiving Disability Services.

H.C. Hofheimer II Library

The library is at the heart of the Virginia Wesleyan campus. Located centrally—only a short walk from classrooms, residence halls, fitness and dining facilities—it provides the highest quality resources and services to meet the research and information needs of students, faculty, and staff. The library boasts over 400,000 books and eBooks, movies, a 3-D printer and other media and resources. Virginia Wesleyan students and faculty can access online scholarly journals and electronic books through the library's website from both on and off campus.

In partnering with classroom faculty, librarians are innovative and active participants in course and assignment design. Librarians are available to help students navigate the complexities of research and friendly staff assist students with using the library and its services. Students can get assistance in person in the library or via phone, email, or virtual appointment.

The library provides a place for studying, reading, relaxing, attending workshops, and meeting classmates for group work as well as providing a virtual space that provides 24/7 access to web-based resources and services to enhance teaching and learning for the campus community including online students.

A new addition to the Hofheimer Library is the Athenaeum: a modernized learning environment designed to support both academic and professional development. Key features of the Athenaeum include the raised Forum Stage, a flexible space for readings, lectures, panel discussions, and public events; lounge and meeting areas - comfortable, furnished spaces for receptions, meetings, and informal gatherings; expanded galleries and seminar rooms, integrating the Neil Britton Gallery, Barclay Sheaks Gallery, and Pruden Seminar Room for exhibitions, lectures, and study; as well as a 24-hour study lounge, featuring a dedicated computer bay for students needing access to e-books and digital resources

Innovative Teaching and Engaged Learning (INTEL)

INTEL provides leadership and support for new academic initiatives and faculty development that promote institutional commitments to students' intellectual inquiry, active learning, and civic engagement.

Supporting its mission, INTEL is a hub for academic technology, providing services and resources to faculty to foster innovation and academic excellence. To expand mutually beneficial academic engagement opportunities, INTEL encourages community engagement in the classroom and neighborhood, regional, and global partnerships to promote practical learning experiences that prepare students for success in future careers and in civic responsibility. The INTEL Office is located in the H.C. Hofheimer II Library.

The Lighthouse: Center for Exploration and Discovery

The Lighthouse is an academic center that assists students with experiential learning opportunities. The Lighthouse offers a variety of services and programs to help students to undertake experiential learning projects. It assists students with internships, study away, undergraduate research, careers, and graduate school. It also helps students to develop individualized road maps to academic, professional, and personal achievement. The Lighthouse houses four academic support programs: the Career Development Program, the Office of Global Engagement, the Undergraduate Research Program, and Wesleyan Engaged: Civic Engagement and Service Learning.

Career Development

The Career Development program is dedicated to helping students explore their academic and professional pathways and create plans to achieve their professional goals. A Virginia Wesleyan education emphasizes the critical skills sought by employers, including oral and written communication, complex reasoning, problem-solving, and collaboration. To support students with their career development pathways, Career Development offers professional resources, one-on-one career coaching sessions, customized programming, and internship and career support.

Career Development offers career readiness workshops that cover topics such as career exploration, resumes, LinkedIn, and interviewing. Career Development also annually hosts a graduate school fair, education fair and two career, internship and volunteer fairs. Staff work closely with employers to help students develop professional skills, undertake internships, and secure professional employment upon graduation. These resources and services are critical to students as they make the successful transition from the university to professional careers. Career Development is dedicated to helping students translate their liberal arts degrees into fulfilling and enduring careers.

Global Engagement

The Office of Global Engagement provides opportunities for students to participate in domestic and international study away experiences. The University supports both study away courses, which are taught by Virginia Wesleyan faculty, and semester study abroad experiences. Through our exchange partnerships and campus in Tokyo, Virginia Wesleyan offers opportunities to study abroad in one of more than 200 program options in over 50 countries. The Office of Global Engagement offers support for students as they prepare for and undertake a study away experience, including individualized advising, financial assistance through course grants, and workshops on preparing for study away experiences.

Undergraduate Research

The Undergraduate Research program supports students as they undertake faculty-mentored research. Virginia Wesleyan University offers an array of research opportunities for students in most majors. The Undergraduate Research Program provides financial and instructional support to student researchers through research grants, research conference grants, and a workshop series that guides students through all aspects of the research process.

Wesleyan Engaged: Civic Engagement and Service Learning

Wesleyan Engaged nurtures partnerships with civic organizations in order to facilitate meaningful student volunteer activities, to develop student commitment to service others, and to improve the Hampton Roads community and beyond.

Wesleyan Engaged works with faculty, staff, and students to provide high-impact opportunities for engagement both on and off campus. The office sponsors programs such as Marlins Read, which helps local elementary students in developing a passion and understanding of reading and Marlins Vote, a campus election engagement initiative which has led the University to be designated as a Voter-Friendly campus by the Campus Vote Project. Wesleyan Engaged also works with faculty to incorporate civic engagement into their courses to help students transfer classroom knowledge to larger society.

The Office tracks civic engagement for students, faculty, and staff so that our Marlin Community can be recognized through the Presidential Volunteer Service Awards. VWU is one of 243 institutions to receive the Carnegie Community Engagement Classification.

Summer High Impact Practice Program (SHIPP)

This program offers students opportunities and funding to participate in immersive credit-bearing internship, study away, and undergraduate research experiences during the summer. A competitive program, SHIPP participants receive funding to undertake a SHIPP experience and mentored instruction. Applications for the program are accepted during the spring semester.

GRADUATE AND PROFESSIONAL OPPORTUNITIES

Army ROTC: The Marlin Company

Virginia Wesleyan offers students the opportunity to enroll in an Army ROTC program through an extension agreement with the established ROTC unit at Old Dominion University. Courses in this program develop a student's ability to organize, motivate, and lead others. Further information on this program may be obtained by contacting the Army ROTC Marlin Company Office and the David L. Kaufman Center for Enrollment.

Navy ROTC: Hampton Roads Naval Reserve Office Training Corps

Virginia Wesleyan offers students the opportunity to enroll in a Navy ROTC program through the Hampton Roads Naval ROTC program, one of the nation's largest ROTC units. Students complete Naval Science coursework in addition to an academic major while also participating in physical training and leadership development. Participating students are eligible to apply for scholarship funding. Further information on this program may be obtained by contacting the NAVY ROTC Marlin Company Office and the David L. Kaufman Center for Enrollment.

Graduate and Professional School Articulation Agreements

Virginia Wesleyan University offers several partnerships with other universities and professional schools to facilitate its students' completion of advanced degrees. In most cases, these programs involve a course of study at Virginia Wesleyan followed by an advanced course of study at the partner institution. Degree options vary, and include both accelerated degree options, which reduce the time to degree, and early assurance programs. For more information about these programs, see the Office of Academic Affairs.

BUSINESS

William & Mary
The Raymond A. Mason School of Business
Residential Master of Accounting (MAcc) program
Preferred Admission

Virginia Wesleyan University's unique partnership with William & Mary's School of Raymond A. Mason School of Business seeks to recruit and admit candidates who exhibit high achievement in academics and a strong desire to build careers based on principled achievement. Ideal candidates for these programs demonstrate the potential to succeed in professional services careers and exhibit a strong work ethic, drive, maturity, integrity, and self-awareness. Scholarship available in the amount of 25% of total tuition.

William & Mary
The Raymond A. Mason School of Business
Residential Master of Science in Business Analytics (MSBA) program
Preferred Admission

Virginia Wesleyan University's unique partnership with William & Mary's School of Raymond A. Mason School of Business seeks to recruit and admit candidates who exhibit high achievement in academics and a strong desire to build careers based on principled achievement. Ideal candidates for these programs demonstrate the potential to succeed in professional services careers and exhibit a strong work ethic, drive, maturity, integrity, and self-awareness. Scholarship available in the amount of 25% of total tuition.

ENVIRONMENT

Chatham University
Falk School of Sustainability and the Environment

Master's in Food Studies (MAFS)
Priority Admission
VWU students that meet certain criteria can apply for Priority Admission into Chatham University's Falk School of Sustainability and the Environment in their Master's in Food Studies (MAFS) program. Students may also select a combined MSUS+MBA or MAFS+MBA program if they have completed the appropriate business course prerequisites.

Chatham University
Falk School of Sustainability and the Environment
Master of Sustainability program (MSUS)
Priority Admission
VWU students that meet certain criteria can apply for Priority Admission into Chatham University's Falk School of Sustainability and the Environment Master of Sustainability program (MSUS) program. Students may also select a combined MSUS+MBA or MAFS+MBA program if they have completed the appropriate business course prerequisites.

Duke University
Nicholas School of the Environment
Master of Environmental Management (MEM)
Dual Degree 3+2 (3 years at VWU + 2 years at Duke University)
The Cooperative College Program allows students to proceed directly from three years of undergraduate study at Virginia Wesleyan University to two years of study at Duke University's Nicholas School's Master of Environmental Management (MEM) program.
Duke University
Nicholas School of the Environment
Master of Forestry (MF)
Dual Degree 3+2 (3 years at VWU + 2 years at Duke University)
The Cooperative College Program allows students to proceed directly from three years of undergraduate study at Virginia Wesleyan University to two years of study at Duke University's Nicholas School's Master of Forestry (MF) program.

William & Mary
School of Marine Science at the Virginia Institute of Marine Science
Master of Arts in Marine Science (MA)
Preferred Admission
Virginia Wesleyan University's unique partnership with William & Mary's School of Marine Science at the Virginia Institute of Marine Science (VIMS) promotes enrollment of graduating Batten Honors College (BHC) students in the Master of Arts in Marine Science program at VIMS. Each year one seat in the master's program will be reserved for a BHC graduate who meets admission criteria. This seat includes an annual scholarship.

ENGINEERING

Old Dominion University
Batten College of Engineering and Technology
Master's in Aerospace Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Aerospace Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology

Master's in Biomedical Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Biomedical Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Civil Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Civil Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Computer Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Computer Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Electrical Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Electrical Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Environmental Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Environmental Engineering from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Mechanical Engineering (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Mechanical Engineering from Old Dominion University. Students attend

Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

Old Dominion University
Batten College of Engineering and Technology
Master's in Modeling & Simulation (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Old Dominion University)
The Pre-Engineering Program offers students the opportunity to earn both a Bachelor of Science degree from Virginia Wesleyan University and a Master's degree in Modeling & Simulation from Old Dominion University. Students attend Virginia Wesleyan for four years and ODU for one year, but begin to take ODU engineering classes during their fourth year at Virginia Wesleyan.

HEALTHCARE

Eastern Virginia Medical School
Doctor of Medicine Program
Doctor of Medicine (MD)
Early Admission
This partnership allows qualified students to apply for admission to Eastern Virginia Medical School during the fall semester of their sophomore year. Accepted students must continue to meet the program requirements to maintain their eligibility for admission. The program lays out a challenging curriculum that will prepare students for the rigors of medical school. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Physician Assistant Program
Master of Physician Assistant (MPA)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Physician Assistant program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Surgical Assisting Program
Master of Surgical Assisting (MSA)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Surgical Assisting program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Anatomical Sciences Program
Master of Anatomical Sciences (MAS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Contemporary Human Anatomy program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School

Laboratory Animal Science Program
Master of Laboratory Animal Science (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Laboratory Animal Science program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Pathologist Assistant Program
Master of Pathologists' Assistant (MSHPA)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Pathologist Assistant program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Art Therapy and Counseling Program
Master of Science in Counseling and Art Therapy (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Art Therapy program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Public Health Program
Master of Public Health (MPH)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Public Health program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Biomedical Sciences Research Master's Program
Master of Science (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Biomedical Sciences Research program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Biomedical Sciences PhD Program
Master of Science (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Biomedical Sciences PhD program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program

requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Athletic Training Master's Program
Master of Science in Athletic Training (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Master of Science in Athletic Training program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Exercise Science Master's Program
Master of Science in Exercise Science (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Master of Science in Exercise Science program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Molecular Diagnostics and Precision Medicine Master's Program
Master of Science in Molecular Diagnostics and Precision Medicine (MS)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Master of Science in Molecular Diagnostics and Precision Medicine program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Occupational Therapy Doctoral Program
Doctor of Occupational Therapy (OTD)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Doctor of Occupational Therapy program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Eastern Virginia Medical School
Physical Therapy Doctoral Program
Doctor of Physical Therapy (DPT)
Early Assurance
Through this partnership, students are able to gain early assurance of their acceptance into the Doctor of Physical Therapy program at EVMS in their junior year at Virginia Wesleyan. Qualified students will need to complete all program requirements to maintain their eligibility for admission. Upon completion of their Bachelor's degree at VWU, students go directly into the EVMS program.

Sentara College of Health Sciences
Master's Entry into Nursing Practice

Master of Science in Nursing (MSN)
Guaranteed Admission
VWU students from any major who have taken the appropriate prerequisite courses may apply for guaranteed admission to the Sentara Entry to Nursing Practice Master's program. This program allows students with a Bachelor's degree to simultaneously complete Nursing certification and receive a Master's degree. A maximum of two VWU students per year who meet the admission criteria may be selected for guaranteed admission, but additional students may apply for admission via the standard track.

Shenandoah University
Bernard J. Dunn School of Pharmacy
Doctor of Pharmacy (PharmD)
Dual Degree 3+3 (3 years at VWU + 3 years at Shenandoah University)
VWU's partnership with Shenandoah University's Bernard J. Dunn School of Pharmacy gives priority status to a maximum of five Virginia Wesleyan students per year. This program allows students to complete 3 years of study at Virginia Wesleyan and 3 years at Shenandoah University and receive both a Bachelor's degree from VWU and a PharmD from Shenandoah.

Shenandoah University
Bernard J. Dunn School of Pharmacy
Doctor of Pharmacy (PharmD) and Master of Business Administration (MBA)
Dual Degree 3+4 (3 years at VWU + 4 years at Shenandoah University)
VWU's partnership with Shenandoah University's Bernard J. Dunn School of Pharmacy gives priority status to a maximum of five Virginia Wesleyan students per year. This program allows students to complete 3 years of study at Virginia Wesleyan and 3 years at Shenandoah University and receive a Bachelor's degree from VWU and a PharmD and an MBA from Shenandoah.

Washington University in St. Louis
School of Medicine
Master of Science (MS)
Dual Degree 3+2 (3 years at VWU + 2 years at Washington University in St. Louis)
This partnership with one of the nation's top ranked programs in Occupational Therapy allows students to earn a Bachelor's degree from Virginia Wesleyan and a Master of Science in Occupational Therapy from Washington University in St. Louis in 5 years.

Washington University in St. Louis
School of Medicine
Doctorate of Occupational Therapy (OTD)
Dual Degree 3+3 (3 years at VWU + 3 years at Washington University in St. Louis)
This partnership with one of the nation's top ranked programs in Occupational Therapy allows students to earn a Bachelor's degree from Virginia Wesleyan and a Doctor of Occupational Therapy degree from Washington University in St. Louis in 6 years.

LAW

Appalachian School of Law
Juris Doctor (JD)
Dual Degree 3+3 (3 years at VWU + 3 years at Appalachian School of Law)
VWU students that meet program criteria are able to earn a Bachelor's degree from VWU and a JD from Appalachian School of Law in 6 years.

Regent University

School of Law
Juris Doctor (JD)
Dual Degree 3+3 (3 years at VWU + 3 years at Regent University School of Law)
VWU students that meet program criteria are able to earn a Bachelor's degree from VWU and a JD from Regent University in 6 years.

LEADERSHIP

University of Virginia
Frank Batten School of Leadership and Public Policy
Master of Public Policy (MPP)
Preferred Admission
Virginia Wesleyan University's unique partnership with the University of Virginia's Frank Batten School of Leadership and Public Policy promotes enrollment of graduating Batten Honors College (BHC) students in the Master of Public Policy program. Each year one seat in the master's program will be reserved for a BHC graduate who meets admission criteria. This seat includes an annual fellowship.

THEOLOGY

Duke University
Duke Divinity School
Master of Divinity (MDiv)
Early Admission
This program streamlines admission, with scholarship opportunities, to the Master of Divinity program at the Duke University Divinity School. Students who meet the eligibility requirements for admission will be able to apply for an early admissions decision at Duke.

Duke University
Duke Divinity School
Master of Arts in Christian Practice (MACP)
Early Admission
This program streamlines admission, with scholarship opportunities, to the Master of Arts in Christian Practice program at the Duke University Divinity School. Students must meet the eligibility requirements for admission will be able to apply for an early admissions decision at Duke.

Emory University
Candler School of Theology
Master of Divinity (MDiv)
Guaranteed Admission
This agreement guarantees admission, with scholarship opportunities, in the Candler School of Theology's Master of Divinity program. To be eligible, VWU graduates must meet Candler admission requirements and must have successfully completed courses in the Department of Religious Studies (or religiously-themed courses in the Departments of History and Philosophy).

Emory University
Candler School of Theology
Master of Religious Leadership (MRL)
Guaranteed Admission
This agreement guarantees admission, with scholarship opportunities, in the Candler School of Theology's Master of Religious Leadership program. To be eligible, VWU graduates must meet Candler admission requirements and must have

successfully completed courses in the Department of Religious Studies (or religiously-themed courses in the Departments of History and Philosophy).

United Theological Seminary
Master of Divinity (MDiv)
Dual Degree 3+2 (3 years at VWU + 2 years at United Theological Seminary)

The Cooperative College Program of United Theological Seminary is designed to coordinate the education of students in selected undergraduate schools with the graduate program in divinity offered at United. Qualified students can complete a Bachelor's degree at Virginia Wesleyan and a Master's degree at United Theological Seminary in 5 years.

Pre-Professional Information

Accounting

Accounting is a challenging and rewarding profession, and Virginia Wesleyan University offers a number of pathways to a career. The university offers all of the courses required to sit for the Certified Public Accountant (CPA) or Certified Management Accountant (CMA) Examinations on graduation as part of the program in business. These classes can be supplemented with an externship or internship to develop applied accounting skills. Interested students are encouraged to contact a member of the business faculty early in their program to create a four-year plan that will achieve their career goals.

Arts Administration, Curation, & Live Entertainment Production

The growing field of Arts Administration and Live Entertainment Production are connecting communities and audiences with art and artists around the world. Students seeking to join the millions of artists, scholars, educators, technicians, and business professionals working every day in live entertainment should choose a major in the Fine and Performing Arts. Students will take a combination of courses geared to help these students gain practical skills through hands-on experience in administration and production with the Susan S. Good Fine and Performing Arts Center. Students work hands-on with departmental productions, concerts, and exhibitions under the strong mentorship of faculty and community partners. Students need to also complete an internship through the campus or off-campus partners, including the Virginia Museum of Contemporary Art, Virginia Arts Festival, The Chrysler Museum of Art, Zeiders American Dream Theatre, the Sandler Center for the Performing Arts, Studio Center, and other Coastal Virginia arts partners.

Art Therapy and Counseling

Art therapists use the creative process to help people of all ages improve their health and emotional well-being. They are qualified to work as counselors in hospitals, school and community clinics, vocational schools, rehabilitation centers, universities, military installations, and other health care and educational settings. Art therapists may serve as mental health, substance abuse, or behavioral disorder counselors. Students wishing to apply to accredited graduate programs in art therapy and counseling must meet the minimum standards of the American Art Therapy Association. These include the completion of a B.A. degree with specific coursework in studio art and psychology. The Studio Art major at Virginia Wesleyan, coupled with a minimum of 16 semester hours in psychology, meets these criteria. Students must complete coursework in drawing, painting, ceramics and sculpture, as well as abnormal and developmental psychology and theories of personality. A minor in psychology is strongly recommended. Interested students should work with faculty advisors in both art and psychology to plan an appropriate course of study**.**

Business Administration

Through its undergraduate and graduate programs, the Management, Business, and Economics department develops leaders committed to creating sustainable social, environmental, and economic value through effective and responsible business practices. The business major combines a practical business education with a commitment to the Principles of Responsible Management Education (PRME) as developed by the United Nations in support of its Global Compact, a framework of universally accepted principles in the areas of human rights, labor, the environment, and anti-corruption. The MBE Department is firmly committed to the interdisciplinary nature of successful management education; thus, the business major integrates its core curriculum with allied coursework in a variety of disciplines while providing opportunities for career-based specialization through coursework and internships. It prepares graduates with the skills, knowledge, and attitudes necessary to manage society's rapidly changing institutions both efficiently and humanely.

VWU offers all of the courses required to sit for the CPA (Certified Public Accountant) and for the CMA (Certified Management Accountant) examinations on graduation. Moreover, the interdisciplinary nature of the undergraduate program provides solid preparation for a wide variety of graduate degree programs, including VWU's own Master of Business Administration program.

Church-Related Vocations
Ministry in today's world takes many forms: pastoral ministry, music ministry, religious education, hospital and military chaplaincies, teaching in church-related colleges, and counseling. A broad program of studies in the liberal arts is required for admission to the seminaries and graduate schools that prepare individuals for these ministries. Students interested in these vocations may choose to major in religious studies, music, or some other area of the humanities or the social sciences. The Director of Student Ministries is available as a vocational advisor for students contemplating a future in the ministry. See the Accelerated Degree and Early Assurance sections of the catalog for specific program information.

Education
Students interested in teaching have several options and are encouraged to contact the VWU Education Department for advising. The Education Department offers three undergraduate majors leading to a Bachelor of Arts degree. Two of those majors are designed to lead to Virginia Teaching Licensure: a major in Elementary Education (PreK-6) and a major in Special Education (General Curriculum: K-12). The third undergraduate major is a non-licensure major in Education Studies. VWU also offers two Master's degrees: a Master of Arts in Education (M.A.Ed.) degree which leads to teaching certification in thirteen different content areas and a Master of Education with a concentration in Teacher Leadership. Careful advising is essential for students seeking teacher licensure, so these students are strongly recommended to seek an adviser from the Education department as soon as possible during their academic career.

Engineering
See the Old Dominion University Batten College of Engineering and Technology Pre-Engineering Program (Master of Science in Engineering) information in the Accelerated Degree options section.

Environmental Studies
Students interested in the environment can major (or minor) in either earth and environmental science or environmental studies. Those interested primarily in science should major in Earth and Environmental Sciences or another natural science to prepare for graduate work and careers in areas including environmental science, ecology, or toxicology. A dual degree program is also available in which students complete a bachelor's degree in Earth and Environmental Sciences from Virginia Wesleyan University and a master's degree in Environmental Engineering from Old Dominion University. Students interested in a more interdisciplinary path may also choose the Environmental Studies or Sustainability Management majors, whose flexibility and breadth of curricular options can meet a diversity of student interests and needs in the environmental field.

Film & Media Content Development
Students seeking to join the large film, television and media entertainment industry, including web content development, should seek majors or minors in Theatre and/or Media and Communications. The most prepared graduates are often double majors who also fill their elective courses in Art, Business, and Music. Students should plan to take lower-level production courses in Art, Media, and Theatre followed by upper-level practicum coursework geared in producing content in digital mediums. The result is a well-rounded artist with skills in professional communication and content creation with an engaging portfolio and resume.

Sustainability Management
The Sustainability Management major prepares students to utilize their knowledge of the functional areas of business and management to help organizations both adopt and achieve the goals of environmental sustainability and social responsibility. The major employs a multi-disciplinary approach whereby students will learn not only the scientific principles undergirding sustainable business practices but also the philosophical underpinnings of the global need for sustainability and the various regulatory approaches for achieving it. In addition to significant coursework in a variety of academic disciplines, students will synthesize their studies through a senior-level experience entailing either further coursework with an internship or a sustainability-focused study away experience.

Law School
Many Virginia Wesleyan students have been accepted into law school. No single major is recommended for students interested in pursuing a legal career. It is important to note, however, that law schools emphasize the importance of a broad liberal arts education in which the student has excelled. Students can also apply into the accelerated degree program with the Appalachian School of Law, see the Accelerated Degree options section.

Social Work
The Social Work Program embraces the values of the social work profession in its mission to "improve human well-being" and "help meet human needs," appreciate and build on individual and collective strengths, and advocate for the vulnerable and disempowered. As the University strives to prepare students to participate in civil society and to respond creatively to a "rapidly changing world," social work education promotes critical thinking about issues from the micro, mezzo, and macro levels, grounded in a broadly-based liberal arts foundation. Social Work's emphasis on social justice parallels the University's commitment to social responsibility. Social Work education blends didactic and experiential learning with its strong emphasis on field education, a corollary to Virginia Wesleyan University's emphasis on civic engagement and community-based learning.

Dentistry, Medicine, Veterinary Medicine, and Allied Health Professions
Students who wish to pursue careers in these fields must meet the admissions requirements for the professional school of their choice. Those standards include interest in grades, relevant co-curricular activities and appropriate internships, externships, and research. Virginia Wesleyan's Pre-Professional Committee guides students through the application and interview process. In addition, the student-run Pre-Professional Club sponsors a variety of activities, including seminars by professionals from various fields, campus visits and meetings with admissions officials from pre-professional programs, and student volunteer activities. The club meets at least twice each semester.

Dental School
Students applying to dental school are expected to achieve a satisfactory score on the dental school admissions test (DAT) and to complete the following courses: General Biology, two semesters (BIO 132, BIO 200); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); and Physics, two semesters (PHYS 221 and PHYS 222). Some dental schools may also require additional courses in biochemistry, psychology, and English.

Medical School
Students applying to medical school are expected to have gained broad exposure to the medical profession prior to submitting the application. They are expected to achieve a satisfactory score on the medical school admissions test (MCAT) and complete the following courses: General Biology, two semesters (BIO 132, BIO 200); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); and Physics, two semesters (PHYS 221 and PHYS 222). It is also strongly recommended that students complete the following courses: Anatomy and Physiology (BIO 221 and BIO 222); Comparative Anatomy (BIO 372); Histology (BIO 371); Biochemistry (CHEM 330); and Ethics and Health Care (PHIL 221/321).

Schools of Veterinary Medicine
Students applying to veterinary programs are expected to have gained significant experience working with animals and to have attained a satisfactory score on the Graduate Record Examination (GRE). Specific course requirements vary among schools, and students are expected to contact the schools about their specific requirements prior to submitting an application. In general, students should complete the following courses: General Biology, two semesters (BIO 132, BIO 200); Introductory and Inorganic Chemistry, two semesters (CHEM 120, CHEM 200); Organic Chemistry, two semesters (CHEM 221, CHEM 222); Biochemistry, one semester, (CHEM 330); Physics, two semesters (PHYS 221 and PHYS 222); English, two semesters; Mathematics, two semesters (college algebra or higher); and Social Science, two semesters. It is also strongly recommended that students complete Comparative Anatomy (BIO 372) and Histology (BIO 371).

Allied Health Professions

Students wishing to enter allied health professions (dental hygiene, pharmacy, nursing, health care management, medical technology, occupational therapy, physical therapy, or radiological technology) need to complete at least two years—and may want to complete four years—of preparatory studies at Virginia Wesleyan before applying to a professional school. Students interested in Nursing may wish to consider our partnership program with Sentara College of Health Sciences.

CAMPUS LIFE

Virginia Wesleyan University Global Campus students are invited to participate in the wide array of opportunities available to all VWU students. The University's Campus Life Division works to support the mission of the University to engage students in a rigorous liberal arts and sciences education that will prepare them to meet the challenges of life and career in a rapidly changing world. The Campus Life Division strives to create exciting and engaging campus experiences that complement the academic program. On any given day at Virginia Wesleyan students can be found participating in athletics, singing with the choir, rehearsing for a play, planning for an art show, gathering news for the student newspaper, leading prayer and Bible study, partaking in aerobics or rock-climbing session, and engaging in social activities in the Jane P. Batten Student Center.

Although Virginia Wesleyan is primarily residential, campus activities are intended to involve and meet the needs of commuters and adult students, as well as resident students. Guided by the staff of the Campus Life Division, the student life programs and services encourage all students to grow outside the classroom.

Jane P. Batten Student Center

The Jane P. Batten Student Center houses the Jack E. and Bill D. Lingo Fitness Center featuring selectorized weight machines, free weights, cardio machines, and other equipment; swimming pool; spacious locker rooms and saunas; an indoor elevated running track; Eric Nyman Performance Golf Center; Towne Bank Arena; the Cunningham Multipurpose Athletic Center (CMAC); a rock-climbing wall, the Harbor Grill, Coastal Market; and the Scribner University Store.

University Recreation and Wellness (UREC)

UREC at Virginia Wesleyan strives to provide quality recreational opportunities to the campus community regardless of skill or experience. Its primary mission is to promote personal growth, social fellowship, and healthy lifestyle choices through participation in challenging and fun activities. All of the programs emphasize student involvement and leadership to determine the direction of yearly goals. Students may get involved through participation in one of many on and off campus recreational events or adventures. UREC also offers various employment opportunities through the University's Work & Learn program. For more detailed information about programs, policies, or general rules, please stop by the UREC Office.

Student Organizations

Virginia Wesleyan is home to over 50 student organizations that strive to meet the needs of the student population. Types of student organizations include fraternities and sororities, honor societies, spiritual, multicultural, leadership, and special interest groups. Students may start student organizations if an interest is not currently represented. A complete list of active student organizations is available on the Virginia Wesleyan website.

Student Engagement

Student Engagement complements the academic program of study and enhances the student experience by providing programs that increase involvement, strengthen campus connections, broaden cultural awareness, engage students of diverse backgrounds, develop leadership skills, and offer opportunities for experiential learning. The Office supports the Off The Hook programming board, fraternities and sororities, student organizations, programs for commuters, and leadership initiatives.

Student Government Association

The Student Government Association (SGA) is the liaison between the student body and the University administration. This association comprises the executive board, president and vice president from each class year. The SGA promotes the general welfare of students and campus organizations. Moreover, through work on many committees, involvement in social activities, sponsorship of open forums, and special programs that foster informal student/faculty dialogue, the SGA contributes to the quality of campus life.

Off The Hook

Off The Hook is a student programming group that provides social, educational, and community building activities on campus. Examples include concerts, comedians, hypnotists, spoken word poets, diversity programs, and novelty giveaways. Off The Hook is the primary programming arm of the Office of Student Engagement.

Intercollegiate Athletics

An integral part of campus life at Virginia Wesleyan, women compete in basketball, cheer, cross-country, field hockey, golf, lacrosse, soccer, softball, tennis, indoor/outdoor track, swimming and volleyball. The men's intercollegiate program includes intercollegiate baseball, basketball, cheer, cross-country, golf, lacrosse, soccer, tennis, indoor/outdoor track, swimming, and volleyball.

Virginia Wesleyan is a member of the National Collegiate Athletic Association—Division III, the Old Dominion Athletic Conference (ODAC), and the Eastern College Athletic Conference (ECAC). The athletic programs at Virginia Wesleyan are highly ranked and both teams and individuals have received regional and national recognitions and honors. Virginia Wesleyan believes the Division III level of intercollegiate athletics encourages the student-athlete to develop not just in his or her chosen sport, but also in the classroom and as productive members in the campus community. Students who participate in intercollegiate athletics are required to be enrolled full-time and must be making satisfactory progress toward graduation.

Fine and Performing Arts

The Performing Arts at Virginia Wesleyan add an important component to the liberal arts experience for all students, regardless of their major. Students have the opportunity to audition for three different choral ensembles, orchestra, jazz ensemble, and band. Students can also audition for and participate in annual theatrical productions, musical theatre productions, and the one-act play festival. Each performing group presents several performances each year in the Susan S. Goode Fine and Performing Arts Center, Susan Beverly Hall, and the Beazley Recital Hall that, along with the robust calendar of guest artist performances, are free to Virginia Wesleyan students.

Regardless of year, students can opt to be a part of the Arts Affinity Housing in Bray Village. With close proximity to the Fine Arts studios, rehearsal rooms, and performance spaces, the Arts Affinity housing affords students the opportunity to live with arts-focused students in the same residence. Students in the Arts Housing are given special arts-related programming, including workshops and creative endeavors. At VWU, you can work and live in a vibrant atmosphere dedicated to building the skills, discipline, and network needed for a successful career in the arts.

Counseling and Student Health

Virginia Wesleyan provides a Student Counseling Center staffed by certified clinicians. Students may be referred by members of the faculty or staff, or they may refer themselves for counseling. This free, confidential service is available to all students and can include both short-term and long-term individual counseling, structured to meet the student's need. Referral to professionals off campus is available in cases where students need specialized services such as medication evaluations or management. The Director of Campus Ministries collaborates with the Counseling Center and is also available to students seeking individual counseling. One member of the staff, a specialist in the area of substance abuse, offers education and confidential counseling for students who have concerns about their own drug or alcohol use or that of another individual.

The Office of Counseling and Student Health further provides free educational programs focused on mental health awareness and management. Mental health programs facilitated by counseling staff focus on assessment of mental health needs and development of evidence-based skills to improve mental health and wellness.

The Director of Counseling and Student Health provides an oversight of individual counseling services, develops mental health programs, and ensures institutional compliance with the Code of Virginia that requires all baccalaureate students to submit an immunization and vaccination record when enrolled at any institution of higher education.

Campus Ministries

Virginia Wesleyan is committed to providing opportunities for spiritual growth and exploration through Campus Ministries. At its best, spiritual growth is a multi-faceted experience of learning, worship, service, community and transformation; all drawing us near to God. These experiences can happen in a variety of campus venues. From weekly worship and meetings of faith groups to simple conversation and prayer, there are numerous opportunities for students to meet their spiritual needs. Virginia Wesleyan enjoys a wonderful relationship with Haygood United Methodist Church, located just three miles from campus. Together, they share a Director of Campus Ministries that oversees religious life on campus. This partnership also allows for volunteer, employment and programmatic opportunities on campus and in the greater community. Students are encouraged to engage in their faith journey. All students are welcome at the inter-denominational worship gathering or they can connect with Campus Ministries to locate a local place of worship.

Technology

The University has a wireless network that encompasses all academic and residential buildings. Computers, gaming systems, Smart TVs, and most streaming devices are allowed on the campus network. There are also several computer labs across campus (some that operate 24/7) that provide students access to the software that is used in their classes. The campus also features a number of smart classrooms. More information on the technology services provided can be found at malboncenter.vwu.edu/services. Those experiencing technical issues may contact the Malbon Center for Technology Help Desk by calling 757-524-5900 or emailing helpdesk@vwu.edu.

Esports

The University sponsors a club level Esports program. The program actively recruits throughout the country and also offers tryouts to interested students each semester. Marlins compete within the National Association of Collegiate Esports (NACE) and the Eastern College Athletic Conference (ECAC) along with over 150 other colleges and universities. Practices and competition are hosted in two modern high-ending gaming facilities on campus (Jane P. Batten Student Center and Beverly Hall). For more information on the program, current games, or to contact the Esports staff, please visit www.vwu.edu/esports.

ENROLLMENT AT VIRGINIA WESLEYAN

Virginia Wesleyan University seeks to enroll qualified students from diverse social, religious, racial, economic, and geographic backgrounds. Admission is based solely on the applicant's academic and personal qualifications. The University does not discriminate on the basis of race, color, religion, creed, age, sex, national origin, disability, sexual orientation, gender identity or expression, or covered veteran status.

Whether you're completing a degree or pursuing advancement through continued education, VWU offers affordable, career-focused academic programs to help you achieve your goals. Designed to give you the skills you need in a flexible format that fits your life, VWU's online degree programs foster self-exploration within students and help them understand society and the world.

Requirements for Undergraduate Students

To be considered for admission to an online undergraduate program at Virginia Wesleyan University, students must:

Complete our online application.

Applicants who have not yet completed 12 semester hours of college work must submit an official high school transcript. Test scores aren't required for admission. Applicants who wish to send a test score are responsible for arranging to take those tests and for requesting that results be sent to Virginia Wesleyan. The CEEB code for Virginia Wesleyan is 5867. The ACT code is 4429. Scores must be official and sent from the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT). Applicants who are not high school graduates may be admitted on the basis of GED test results.

Applicants who have successfully completed 12 or more semester hours of college work must submit official college transcripts from all institutions previously attended. Applicants should submit official college transcripts from any institution where they have earned college credit. Generally, individuals transferring to Virginia Wesleyan must present a cumulative GPA of 2.0 or higher.

Home-Schooled Students

Home-schooled students must demonstrate compliance with state and local education regulations. Demonstration of the competencies outlined above must satisfy the minimum qualifications for admission.

GED Students

Admission may be granted to students who were awarded a high school equivalency diploma by passing a standardized evaluation, such as the General Educational Development (GED) test or the External Diploma Program (EDP). Standardized test scores may be requested.

In reviewing non-traditional applications, the Admission Committee will evaluate the breadth and depth of academic preparation through documentation provided by the student. Materials such as a resume, list of extracurricular activities, or letters of recommendation may be provided or requested. The same standards used in regular admission regarding breadth and depth in academic subjects, minimum standardized test scores, and achievement in coursework apply to students admitted from these categories.

Fair Transfer Guarantee
Transfer students who have earned an Associate of Arts, Associate of Fine Arts, or Associate of Science, Associate of Arts & Sciences from a Virginia Community College System (VCCS) institution, or an Associate of Applied Science-Human Services degree from Tidewater Community College are guaranteed junior class status upon enrolling at Virginia Wesleyan. All courses in which a passing grade was earned will be accepted as transfer credit, although no more than 64 may count toward completion of a Virginia Wesleyan degree. Lower division general education requirements—including foreign language—will be deemed to have been successfully completed. Note, however, some academic programs include a requirement that lower division prerequisite classes be passed with a grade of C or better.

Marlin Fast Pass
Virginia Community College System students who declare their intent to transfer to Virginia Wesleyan will be assigned a VWU academic advisor and issued a VWU student ID. These Marlin Fast Pass students will have full access to campus—including use of the library and fitness center, and free admission to athletic and cultural events—before they even become students here. Students who have attained a 3.0 GPA at the conclusion of their first year at a two-year VCCS institution will be eligible to concurrently enroll in 200- and 300-level VWU courses during their sophomore year.

Transferring Credits from Other Institutions
A student's transcript of coursework taken at another college should demonstrate a high quality of work. Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions of such courses. No credit is transferable for work below a grade of C (2.0) except as noted above, for developmental or non-credit courses, or for failing grades earned under a system of evaluation equivalent to the pass/fail concept. In addition, credit will only be awarded from regionally accredited colleges and universities previously attended. Students may not transfer more than 64 semester hours from two-year institutions. A minimum 2.5 cumulative GPA is required for admission to the Professional Education Program for teacher preparation and certification.

Lakeland University Japan/Virginia Wesleyan University Global Students
Virginia Wesleyan will accept all passing grades (D or higher) for students relocating to VWU-Virginia Beach from Lakeland University Japan/Virginia Wesleyan University Global with an Associate's degree, as LUJ/VWU Global students are considered to be co-enrolled at VWU.

International Students

Virginia Wesleyan encourages first year and transfer applications from qualified international students. Applicants who are not residents of the United States are considered on the basis of their performance in their country's educational system in high school and at any colleges or universities they have attended. International students should submit their applications by June 1 for fall semester and by November 1 for spring semester. Applications should include all of the materials listed above for other first year or transfer students.

International students whose first language is not English must also submit the following:

1. A TOEFL score of at least 550 on the written test or 80 on the Internet-based exam, an IELTS score of 6.5, a PTE score of 58, or a 105 on the Duolingo English Test (DET).
2. An official transcript of grades from high school or college translated into English. Applicants are advised to use World Educational Services "International Credential Advantage Package" service. World Educational Services will verify your academic records with the issuing institution(s) and include verified copies with the evaluation report. Applicants will not need to arrange for official academic records to be sent by the issuing institution(s) directly to the University. The University also accepts evaluation reports from other services that are current members of the National Association of Credential Evaluation Services. For a listing see www.naces.org.

Immigration laws require that all international students be prepared to assume financial responsibility for their educational and living expenses. Students must submit a financial disclosure form before an I-20, or Certificate of Eligibility for Non-immigrant Student Status, can be issued.

Veterans

Virginia Wesleyan is fully approved by the Commonwealth of Virginia to offer college work to applicants who qualify for veterans' benefits. Veterans who have received specialized training through military service should present their credentials for review when they apply for admission to determine whether the training qualifies for college credit.

Credit for Prior Learning Experiences

Students may receive a maximum of 32 semester hours of credit for prior learning experiences based on guidelines set forth by the American Council on Education (ACE). Specific information for different types of learning experiences is below.

Military Credit

Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for educational experiences in the armed services. Veterans should submit an appropriate transcript (such as Joint Services Transcript, etc.). Credit awarded must be equivalent to courses offered at Virginia Wesleyan or logical extensions thereof and are subject to review by faculty in the academic field.

Professional Certifications

Virginia Wesleyan follows the guidelines set forth by the American Council on Education (ACE) when granting credit for professional certifications. In some cases, professional training and/or certification may earn American Council on Education credits. Official paperwork should be submitted by the student to the Registrar's Office for evaluation.

Virginia Beach Police Department Basic Recruit Academy

Virginia Wesleyan, after an extensive review of the curriculum for the Virginia Beach Police Department Basic Recruit Academy, awards 32 credits for work completed during the academy. Students must be active-duty Virginia Beach Police Officers who have completed the Virginia Beach Police Department Basic Recruit Academy training program.

Virginia Beach Sheriff's Office Academy

Virginia Wesleyan, after an extensive review of the curriculum for the Virginia Beach Sheriff's Office Academy, awards 23 credits for work completed during the academy. Students must be active-duty Virginia Beach Deputies who have completed the Virginia Beach Sheriff's Office Academy training program.

Virginia Wesleyan Prison Education Initiative

Virginia Wesleyan, will award 20 credits for completion of the Corrections Officer Academy. Students must be active-duty Chesapeake Correctional Officers who have completed the Corrections Officer Academy training program. Corrections Officers will seek the Associate of Arts in Liberal Arts and/or the Bachelor of Arts with a major in Criminal Justice or double major in Criminal Justice and Psychology.

College-Level Examination Program (CLEP)

Entering students may apply for credit in disciplines in which they have taken CLEP examinations and achieved a score at or above the 50th percentile. Current students must receive prior approval before taking CLEP examinations for credit. They may receive credit for scores on the general examinations and on the subject examinations in areas applicable to Virginia Wesleyan's curriculum. Specific information can be obtained from the Registrar's VWU webpage.

Professional and Lived Experience

Virginia Wesleyan University awards undergraduate academic credit for knowledge acquired through professional and lived experience. VWU will award up to 12 credits for learning acquired from work and life experiences such as civic, community, or volunteer work, or in-service training that occurred after high school and prior to matriculation at Virginia Wesleyan.

To recognize college level learning students acquired outside of formal higher education, Virginia Wesleyan University relies on the following policy to ensure that our practices meet high academic standards and are responsive to adult learners. This policy is intended to support transparent transfer of prior learning assessment credit among institutions of higher education.

Eligibility
All undergraduate students are eligible to apply for credit for prior learning experiences per the guidelines listed above.

Number of Credits
Virginia Wesleyan University accepts up to 12 credits for professional and lived experience, and no more than 32 credits combined for all prior learning experiences. Prior learning experiences can include professional and lived experience, military credit, Professional Certifications, CLEP, AP, or IB work.

Applying for Credits
To apply for professional experience credits, you need to submit a written request the includes the following:

- A statement describing the experience that you would like considered for Virginia Wesleyan University credit. Guidelines for this statement are available here. Applications MUST be complete to be considered.
- Applications will be reviewed by the Virginia Wesleyan University Registrar's Office.
- Once accepted, credits will be applied to degree requirements. Credits may only be applied toward major or minor requirements with the approval of the department Chair.

International Baccalaureate
Virginia Wesleyan grants advanced placement and/or credit for a score of 5 or higher on the Higher Level examinations in the International Baccalaureate (IB) program. The table below lists courses that have been reviewed and approved for credit by the University's various academic departments. Additional IB courses not listed here may be reviewed as necessary. No credit is awarded for Subsidiary Level examinations. Credit is not awarded for both an IB exam and an AP exam in the same subject.

International Baccalaureate Credits

IB EXAM	MINIMUM SCORE	VWU EQUIVALENT COURSE(S)	SEM. HOURS
Biology	5 6	BIO 132 BIO 130, 132	4 8
Chemistry	5 6	CHEM 120 CHEM 120, Elective	4 8
Computer Science	5 6	CS 112 CS 112, 212	4 8
English A1	5 6	ENG Elective ENG Elective	4 8
History: Americas	5	HIST Elective	4
History: Europe	5	HIST Elective	4
Mathematics	5 6	MATH 171 MATH 171, 172	4 8
Physics C	4* 5*	PHYS 221 PHYS 221, 222 *With a 5 in Mathematics (HL)	4 8
Psychology	5 6	PSY Elective PSY Elective	4 8
Spanish B	5 6	SPAN Elective SPAN Elective	4 8
Theory of Knowledge	Grade of C or higher	PHIL 101	4
Visual Arts	5	ART 105	4

Advanced Placement

Virginia Wesleyan grants course credit for Advanced Placement Exams of the College Entrance Examination Board. Credit is not awarded for both an AP exam and an IB exam in the same subject.

Advanced Placement Credits • College Entrance Examination Board (CEEB)

AP EXAM	MIN. SCORE	VWU EQUIVALENT COURSES	SEM. HOURS
Art History	4	ARTH 231 and ARTH 232	8
Biology	4	BIO 132	4
Biology	5	BIO 130 and BIO 132	4
Calculus AB	4	MATH 171	8
Calculus BC	3	MATH 171 (with AB subscore of 4 or 5)	4
Calculus BC	4	MATH 171 and MATH 172	8
Calculus BC--AB Score	4	MATH 171	4
Chemistry	4	CHEM 120	4
Chemistry	5	CHEM 120 and CHEM Elective	8
Computer Science A	3	CS Elective	4
Computer Science A	4	CS 112	4
Economics: Macro	3	MBE 201	4
Economics: Micro	3	MBE 202	4
English Language and Composition	4	ENG 105	4
English Language and Composition	5	ENG 105	4
English Literature and Composition	4	ENG Elective	4
English Literature and Composition	5	ENG Elective	4
Environmental Science	4	ENVS 106	4
European History	4	HIST Elective	4
French Language	4	FR Elective	4
French Language	5	FR Elective	8
German Language	4	GER Elective	4
German Language	5	GER Elective	8
Government & Politics: Comparative	3	SS Elective	4
Government & Politics: United States	3	POLS 112	4
Human Geography	3	GEOG 112	4
Latin	4	LATN Elective	4
Latin	5	LATN Elective	8
Music Theory	3	MUS 225	4
Physics 1 or 2	4	PHYS Elective	4
Physics C – Mechanics	4	PHYS 221	4
Physics C - Electricity & Magnetism	4	PHYS 222	4
Psychology	4	PSY 101	4
Psychology	5	PSY 101 and PSY 102	8
Spanish Language	4	SPAN Elective	4
Spanish Language	5	SPAN Elective	8
Spanish Literature	4	SPAN Elective	4
Spanish Literature	5	SPAN Elective	8
Statistics	3	MATH 210	4
Studio Art: 2-D Design		AHC Elective	4
Studio Art: 3-D Design		ART 209	4
Studio Art: Drawing	3	ART 205	4
U.S. History	4	HIST 101	4
World History	4	HIST 243	4

Requirements for Graduate Students

To be considered for admission to a graduate program at Virginia Wesleyan University, students must:

- Have completed a Bachelor's degree.
- Complete the VWU online application.
- Provide official academic transcripts from all regionally accredited colleges and universities previously attended. If more than one institution has been attended, the cumulative GPA for all coursework attempted must be 2.7 or higher. In addition, the GPA earned at the institution at which the Bachelor's degree was awarded must be 2.7 or higher.

Additionally, each program has particular requirements for admission, which are laid out below.

Admission to all online graduate programs is on a rolling basis and accepted U.S. applicants may begin in any online semester. International students must begin in a fall or spring semester. Students may complete the program on a full-time or a part-time basis.

Admission to the on-campus Master of Arts in Education program is rolling and applicants will begin the program at the start of the summer semester in May. Students must complete the program on a full-time basis.

Master in Business Administration (Online)

In addition to the general requirements for graduate students, those interested in the M.B.A. must also have completed microeconomics or macroeconomics, and statistics or accounting. Individuals missing one or more prerequisite are encouraged to speak with an enrollment counselor to explore their options for enrollment.

No GMAT is required.

Students that have not completed one or more of the prerequisite courses may be provisionally admitted to the M.B.A. program. While they are provisionally admitted, they may work on courses that do not have a direct prerequisite, and they can complete the program prerequisites using a) the appropriate undergraduate course through VWU Online, or b) a non-credit continuing education course and assessment from Ivy Software. Students choosing the latter option can find these courses and exams at https://ivysoftware.com/products/.

Prerequisite Requirement	Ivy Course
Accounting	Financial Accounting
Economics	Fundamentals of Economics
Statistics	Business Math and Statistics

Master of Education in Teacher Leadership (Online)

In addition to the general requirements for graduate students, those interested in the M.Ed. program must also:

- Achieve a cumulative undergraduate GPA of at least 2.8. If more than one institution has been attended, the cumulative GPA for all coursework attempted must be 2.8 or higher. In addition, the GPA earned at the institution at which the bachelor's degree was awarded must be 2.8 or higher.
- Have a Bachelor's degree in the educational field
- Be a licensed teacher or have a teaching position
- Complete an application essay

Conditional acceptance criteria:
Students can enter and take two courses without having a 2.8 undergraduate GPA. Students must achieve a B or higher in each course to continue in the program.

If an applicant does not have a teaching license, a full-time position teaching in a Pre-K-12 context will be required.

Master of Arts in Human Services (Online)

The M.A. in Human Services is open to students with any undergraduate major.

No GRE or GMAT is required.

Master of Environmental Studies (Online)

The Master of Environmental Studies is open to students with any undergraduate major. The department strongly recommends that applicants have previously take a Statistics course, upper-level courses in the natural sciences, and a business or economics course. Students that have not taken an undergraduate statistics class may wish to do so before taking the ENVS 525 course.

No GRE or GMAT is required.

Master of Arts in Education (On-campus)

In addition to the general requirements for graduate students, those interested in the M.A.Ed. program must also:

- Successfully complete a bachelor's degree in the endorsement area in which they hope to teach
- Achieve a cumulative undergraduate GPA of at least 2.8
- Submit passing scores on the VCLA

Master of Arts in Arts Leadership Nonprofit Management (Online)

The M.A. in Arts Leadership Nonprofit Management is a 30-credit degree program available in an online asynchronous format that is designed to prepare students for engaging careers in arts and nonprofit administration. The program is well-suited for students who are already employed in the nonprofit arts organizations and students who aspire to professional careers in arts administration.

Master of Arts in Applied Psychology (Online) **(*pending SACSCOC approval)**

The Master of Arts in Applied Psychology is a 30-credit degree program available online, which is designed to prepare students for careers in a variety of non-profit, governmental, and for-profit organizations by combining rigorous academic grounding in psychological science with coursework that develops practical, applied skills. It is also designed to help professionals in fields related to human behavior gain additional skills, knowledge, and credentials to help them advance in their career.

FINANCIAL INFORMATION

Finance and Administration Policies

General Policy on Student Accounts

At the time of registration, the student contracts for the full amount of the tuition and related fees, regardless of the arrangement for payment. A student who is financially delinquent or who has a record of indebtedness cannot attend class, register for subsequent semesters, receive grade reports, transcripts or a diploma until such indebtedness is paid.

Consent to Communication/Disclosure of Tuition and Fees

All students are required to complete VWU's Student Financial Responsibility Agreement (SFRA) at the start of each academic year. Failure to complete the form may result in a registration hold, preventing a student from registering for future courses.

Tuition and Fees

All amounts billed to students are due on the date indicated on the bill. A bill alert is sent via email when a new billing statement is available. Student bills are available online at www.vwu.edu through MyBeacon/Bill Payment. (https://www.vwu.edu/mybeacon)

Invoices and Payments

Whether you're pursuing your graduate degree, completing your bachelor's or embarking on a brand new journey, Virginia Wesleyan University has some of the most affordable online programs in the region. Virginia Wesleyan University believes that all students should have the opportunity to pursue a college education. To that end, we provide information about the financial aid resources available to you. Visit our Financial Aid page for more information.

Undergraduate Online Programs	$410 *per credit hour*
Graduate Programs	$515 *per credit hour*
Online Technology Fee	$30 *per course*

Virginia Wesleyan University's Board of Trustees reserves the right to adjust tuition, room and board, fees, and expenses.

Students pay on a per-semester/session basis. If payments are not received by the due date, the University may cancel the student's registration.

Additional Information

Students with account balances and/or financial holds will not be permitted to register for future terms, nor will the University release transcripts or diplomas. If a student balance becomes past due and is sent to a collection agency, the student is responsible for all collection agency fees, attorney fees, court costs and other costs necessary for the collection of the balance.

Withdrawal and Refund Policies

The date the student officially notifies the Registrar's Office of the withdrawal is the official date used to determine any financial adjustments. Tuition and mandatory fees are reduced according to the withdrawal schedule below. Any Federal Financial Aid or Military Tuition Assistance (TA) Benefits a student is entitled to will need to be adjusted based on when the student withdraws. These adjustments will be calculated using the Federal Financial Aid Return of Funds Guidelines, until 60% of the enrolled term has passed. Once financial adjustments have been made any overpayment will be refunded to the student.

Through First Week of Classes	100% Tuition Refund for both Dropped and Withdrawn Classes
After First Week of Classes	No Refund for Dropped or Withdrawn Classes

Federal Financial Aid will be returned to the correct programs based on the length of time you attended classes as established by federal guidelines. Once 60% of the semester or term has passed there will be no adjustments made to these programs. Please contact the Financial Aid Office for these dates.

All VWU Scholarships and Grants and Virginia State Aid, will be adjusted based on the percentage of Tuition and fees being charged at the point of withdrawal.

Please note that the return of any aid may create an unpaid balance. If you receive a refund check prior to withdrawing, you may be responsible for returning those funds to VWU.

An administrative fee of 5% of the total semester charges, or $100, whichever is less will be added to your account if you withdraw for any reason.

Returned Checks
A $45.00 fee will be assessed to all returned checks and ACH payments. If the University receives a total of three returned checks in a given semester, all future payments must be made via cash, certified check, or money order. DO NOT SEND CASH THROUGH THE MAIL. Students are expected to immediately resolve all outstanding balances.

Late Fees
A one hundred dollar ($100) late payment fee per semester will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester.

Other Fees
Students who enroll in certain courses may be charged additional fees. Those who enroll in applied music courses incur additional charges for private lessons.

Delinquent Account Policies

Payment Plans and Payment Arrangements
If full payment cannot be made, VWU offers Payment Plans on a per-semester basis through our partner, Touchnet via MyBeacon (https://www.vwu.edu/mybeacon). Note that there are deadlines for enrollment and that the plans begin in advance of the start of the semester. VWU offers a five-installment payment plan with an enrollment deadline of July 10th for the fall semester and December 10th for the spring semester. We encourage students and families who wish to take advantage of the five-installment payment plan to estimate their payments for the semester based on published costs. Payment arrangements are available through the Office of Finance and Administration.

Collections
Students who fail to pay any outstanding balances in full due, owing Virginia Wesleyan University by the scheduled due date and fail to make acceptable payment arrangements to bring their accounts current, VWU may refer the delinquent account to a collection agency. If VWU refers the account balance to a third party for collection, a collection fee of approximately 33% of the debt may be assessed in addition to any legal fees or court costs associated with pursuing the collection of debt and will be due in full at the time of the referral to the third party. The third party may be a debt collection company or an attorney.

There is a 10-day waiting period for the release of a transcript of credits or a diploma after an account is paid in full through a collection agency.

Return of Military Tuition Assistance (TA)
Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense policy, Virginia Wesleyan University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch. Instances when a Service member stops attending due to a military service obligation, VWU will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Withdrawing or dropping courses prior to the start of classes, 100% of TA is returned to the military service branch.

- 15-week Course Withdraw submitted, the 60% of course is completed at 9 weeks
- 12-week Course Withdraw submitted, the 60% of course completed at 7.2 weeks
- 7.5-week Course Withdraw submitted, the 60% of course completed at 4.5 weeks

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. Based on the Veterans Benefits and Transaction Act of 2018, due to the delayed disbursement of funding from the Veterans Administration (VA), students using VA benefits Chapter 33 Post 9/11 GI Bill® or Chapter 31 Vocational Rehabilitation benefits will not be:

- Prevented from enrolling in the current semester
- Assessed a late fees or penalties, on funding covered by benefits
- Required to secure alternative or additional funding for the amount their benefit covers
- Denied access to any school resources (i.e. library, computer labs, Learning Center, etc.) that are available to other students that have paid their accounts.

Virginia Wesleyan University does require students using Chapter 33 Post 9/11 GI Bill® or Chapter 31 Vocational Rehabilitation benefits to:

- Produce the VA's Certificate of Eligibility by the first day of class to the VWU Certifying Official, located in the Financial Aid Office (Godwin Hall, first floor)
- Produce a VWU VA Registration Form and copy of their current schedule by the first day of class to the VWU Certifying Official
- Ensure that any current fees or prior balances, that are not covered by their VA Benefit, to be paid in full by the first day of classes

Financial Aid Implications for Students Who Withdraw from or Stop Attending Classes

The Financial Aid Office is required by federal statute to recalculate federal Title IV financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

Traditional Term Classes (Fall and Spring courses that last the entire term):
The withdrawal calculation will be based on their last day completed and the total number of hours within that term.

Semester Classes (Classes that do not last the entire term):
If a student drops/withdraws from a semester and is registered for another later semester within that term, the Financial Aid Office is required to have a letter from the student stating they are planning to take the upcoming courses within that term.

If the student is not registered for any additional hours or does not provide the above letter, the drop/withdrawal date will be the last date of attendance. The calculation will be based on the number of days completed and the number of days within that semester. If the student completes one term and then withdraws during the second semester, the calculation will be based on the total number of days in the first semester plus the number of days completed in the second semester.

How the Federal Financial Aid Return of Funds is Calculated
If a student leaves the institution prior to completing 60% of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a balance to the institution, which must be paid within 30 days of withdrawing from the University.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants for which a return of funds is required
- Other Title IV assistance for which a return of funds is required (e.g., TEACH).

Financial Aid

Virginia Wesleyan believes that no student should be denied the opportunity to attend because of limited financial resources. The Financial Aid staff is available to counsel with students and their families regarding financial assistance.

Students who demonstrate financial need may qualify for grants and low-interest loans. To be considered for these types of financial aid, students must submit the Free Application for Federal Student Aid (FAFSA), which is available online at www.studentaid.gov. Financial aid is granted on an annual basis, and each student's need is re-evaluated each year. First preference is given to applicants who meet the March 1 priority filing deadline.

Virginia Wesleyan also offers academic scholarships, without regard to need, to entering first year and transfer students with outstanding academic records. All VWU Scholarships and Grants are applied to tuition charges only. VWU reserves the right to recalculate scholarships and grants due to major changes to our tuition structure.

Financial Aid Programs

Federal Pell Grant
Amount: $740 - $7,395 grant (amount subject to change annually.)
Eligibility: Demonstrated need

Federal Supplemental Educational Opportunity Grant (FSEOG)
Amount: $1000 grant (amount subject to change based on federal funding)
Eligibility: Demonstrated need

Federal Work-Study (FWS)
Amount: $2,500 award
Eligibility: Demonstrated need

Federal Direct Stafford Student Loan Programs
Dependent Undergraduate Amount: $500 - $7,500 ($2,000 must be unsubsidized)
Independent Undergraduate Amount: $9,500-$12,500 ($3,500-$5,500 can be subsidized)
Graduate Amount: $20,500 (unsubsidized)
Eligibility: Varies

Virginia Tuition Assistance Grant (VTAG)
Application: VTAG application (application due by July 31 to VWU)
Amount: $5,000 (amount subject to change)
Eligibility: Must be a Virginia resident

VWU Merit Scholarships

Batten Honors President's Scholarship
Application: Batten Honors College Application
Eligibility: No need requirement; Based on academic achievement, SAT scores, GPA, and requires that you be a resident student all 4 years. This is a competitive scholarship in which you must be invited to attend the competition.

Batten Honors Dean's Scholarship
Application: Batten Honors College Application
Eligibility: No need requirement; Based on academic achievement, SAT scores, GPA, and requires that you be a resident student all 4 years. This is a competitive scholarship in which you must be invited to attend the competition.

VWU Scholarship
Application: VWU Admission Application
Eligibility: No need requirement; based on academic achievement, SAT scores, GPA, and residential status.

VWU Grant
Application: VWU Admission Application
Eligibility: Based on academic achievement, SAT scores, GPA, student need, and residential status.

Transfer Scholarships
Application: VWU Admission Application
Eligibility: No need requirement; based on academic achievement from prior school and residential status.

Sons/Daughters and Spouses of Clergy
Application: VWU Admission Application and notification to the Financial Aid Office
Amount: Up to half-tuition grant for eight semesters (including any scholarships and need based grants offered).

Eligibility: No need requirement; dependent sons and daughters as well as spouses of Virginia United Methodist clergy; full-time enrollment in day program.

Satisfactory Academic Progress

The Financial Aid Office routinely checks grades and rate of completion after the fall, spring, and summer semesters. A student's cumulative GPA, progress towards their degree, and whether that student is still on track to graduate within four years is monitored. Each student is required to maintain a minimum passing rate of 65% for undergraduate and 70% for graduate students of completed vs. attempted credits.

GPA expectations are as follows:

- 23 or fewer credits completed, a *minimum* cumulative GPA of 1.8
- 24 - 53 credits completed, a *minimum* cumulative GPA of 1.9
- 54+ credits completed, a *minimum* cumulative GPA of 2.0
- Graduate level, a *minimum* cumulative GPA of 3.0

Failure to meet the University's minimum passing rate could result in the loss of federal student aid or eligibility. Students working towards a Bachelor's Degree can earn up to a maximum of 192 credits towards their first degree before they are no longer eligible for Federal Aid. Students receiving Virginia State Aid and/or Virginia Wesleyan Scholarships/Grants are no longer eligible for aid after four years.

Please refer to the Financial Aid Self-Service site on Virginia Wesleyan University's website to review the complete policy in reference to Financial Aid and eligibility requirements. Students who have lost their financial aid eligibility are also encouraged to read about the University's appeal process.

Any student that has satisfied all requirements for their first Bachelor's Degree at VWU, even if they have not been awarded their diploma, is **not** eligible for any additional or VWU Financial Aid to finish a 2nd Bachelor's Degree or a Minor.

UNDERGRADUATE PROGRAMS AND REGULATIONS

Virginia Wesleyan University provides students with a sound liberal arts education that prepares them for a meaningful life and career. Such an education must have qualities of breadth, depth, and flexibility. Today's society requires educated specialists in many areas; however, the times also demand broadly educated individuals who understand their disciplines in the context of the society and in relation to the past and future. The University's General Education Program speaks particularly to this need for breadth. A liberally educated person has also experienced the discipline of mastering a particular field of knowledge. Virginia Wesleyan's curriculum unites breadth with depth by combining General Education with intensified studies in a major field chosen by the end of the sophomore year. Finally, a strong liberal arts program has flexibility. Approximately one-third of the courses which students take at Virginia Wesleyan are electives.

The Virginia Wesleyan University Global Campus serves evening, weekend, online, graduate, early enrollment/advanced scholars, our students at our Japan campus and non-degree-seeking and non-credit learners. The VWU Global Campus coordinates recruitment, enrollment, support services, and course and program delivery across the University in order to promote the following opportunities for non-traditional students: (1) Lakeland University Japan and Virginia Wesleyan University Global; (2) Evening and Weekend Program; (3) VWU Online; (4) Lifelong Learning; (5) Westminster/Wesleyan Lifelong Learning Institute; and (6) Robert F. Boyd Institute.

Undergraduate Degrees

The undergraduate liberal arts program through the VWU Global Campus at Virginia Wesleyan University offers an Associate of Arts degree and a Bachelor of Arts degree. The specific requirements for graduation are described in this section of the catalog.

Additional Baccalaureate Degree

Through a combination of on-campus and online study, students may earn a maximum of one B.A., one B.S., one B.M.A., one B.S.N., and one B.S.W. at Virginia Wesleyan by fulfilling the requirements for each degree, either separately or concurrently. Students who have completed one degree and wish to complete a second degree must earn a minimum of 32 additional semester hours beyond the first degree. These 32 hours must be in traditionally graded courses. At least 24 of the 32 hours must be at the 300/400 level, and at least 20 must be in the major field. The grade point average for the second degree is separate from the grade point average for the initial degree unless completed concurrently.

A student pursuing two degrees concurrently at Virginia Wesleyan must earn a minimum of 160 semester hours. A student pursuing three degrees concurrently at Virginia Wesleyan must earn a minimum of 192 semester hours.

A degree may not be earned by combining partial requirements for a B.A. with partial requirements for a B.S., a B.M.A., a B.S.N., or a B.S.W., nor may a second degree be awarded with a major in the same academic field as the first degree. Graduation requirements and limitations, in addition to specific requirements for the major and minor, are the same for B.A., B.S., B.M.A., B.S.N., and B.S.W. degrees and may serve to fulfill the requirements of both degrees.

Once a baccalaureate degree has been awarded, the GPA for the degree is frozen. Subsequent coursework and grades are not calculated into the initial GPA for the degree. Coursework completed as part of the initial degree may be repeated, but the subsequent grade does not replace the initial grade. All courses and grades from Virginia Wesleyan are included in the academic record, and grades earned in courses for both degrees are calculated into the overall Virginia Wesleyan GPA. Coursework that repeats credit applied toward an initial degree does not count toward the 32 additional hours in residence that are required for a subsequent degree.

All requirements in effect at the time of graduation must be satisfied. All holders of a bachelor's degree are subject to the academic requirements and regulations for seniors. Such students are eligible for scholastic awards and recognition including President's List, Dean's List, Honorable Mention List, and honor societies. Candidates for Latin honors must earn a minimum of 60 semester hours at Virginia Wesleyan.

If in the judgment of the faculty in the major area, the earlier work of a student does not adequately cover more recent advances or needs in the field, the student may be required to repeat certain courses or otherwise make up the deficiency. These requirements should be established at an early date. They must have the approval of the school dean and be kept on file in the Registrar's Office.

Graduation Requirements

Associate of Arts

An Associate's degree has two components: general education and electives. The Virginia Wesleyan Associate of Arts in Liberal Arts degree is an embedded program that utilizes the VWU general education curriculum. Students who complete the Associate of Arts in Liberal Arts degree are well prepared to progress into a baccalaureate program or to advance in their careers.

1. **General Education**

   General Education is the component of the degree that all students share. The requirements include both a scholarly core experience and a broad array of courses from across the university. The core provides students a common sequence of courses that form a foundation for their education and that will serve them throughout their lives. The breadth requirement ensures a well-rounded education.

2. **Electives**

   The remainder of the required 60 semester hours of academic coursework are elective courses. Elective courses may be taken in any subject matter or discipline. They provide an opportunity to explore freely across the richness of the liberal arts curriculum at Virginia Wesleyan. They provide students the chance to shape their studies toward their own curiosities and interests. With guidance and approval from an academic advisor, students have the opportunity to choose elective courses that fit their personal and/or professional goals.

Bachelor of Arts

A Bachelor's degree has three components: general education, a major field of study, and electives.

1. **General Education**

   General Education is the component of the degree that all students share. The requirements include both a scholarly core experience and a broad array of courses from across the university. The core provides students a common sequence of courses that form a foundation for their education and that will serve them throughout their lives. The breadth requirement ensures a well-rounded education.

2. **Major**

   The major is a component of the degree that a student chooses: a major requires students to take a deep dive into the complexities of knowledge within a particular area of inquiry and to understand the methods and tenets of a discipline or interdisciplinary field. A major consists of a guided program that builds from gateway or intermediate courses to at least five advanced courses.

3. **Electives**

   The remainder of the required 128 semester hours of academic coursework are elective courses. Elective courses may be taken in any subject matter or discipline. They provide an opportunity to explore freely across the richness of the liberal arts curriculum at Virginia Wesleyan. They provide students the chance to shape their studies toward their own curiosities and interests. With guidance and approval from an academic advisor, students have the opportunity to choose elective courses that fit their personal and/or professional goals. Students may choose to complete a minor or two minors, or even a second major.

General Education Requirements

English Composition

Students fulfill this requirement by completing English 105, The Art of Writing, during their first year at the University. English 105 is an argumentative writing course focused on critical thinking, reading, researching, and composing. To satisfy the requirement, students must pass ENG 105 with a grade of C or higher. Some students may be required to take English 001, Writing Review, before taking English 105.

Foreign Language Proficiency

Students must demonstrate competency in a language other than English. For most students, this is equivalent to the minimal passing grade on the exit examination in a 213 course. In modern languages, this level is defined in the American Council on the Teaching of Foreign Language (ACTFL) proficiency guidelines as the Intermediate-Mid level for speaking, listening, reading, and writing. In Latin, this level is defined by the advanced progress indicators of the American Philological Association Standards for Classical Learning.

Students entering as first-year students may demonstrate competency by:

1. Completing one language in high school through the third level with grade of C or higher;
2. Scoring at least 600 on the CEEB Foreign Language Achievement test;
3. Scoring either a 4 or 5 on a foreign language or literature Advanced Placement exam
4. Transferring credit for college-level coursework through the intermediate level (in accordance with the terms created by University-sponsored articulation agreements);
5. CLEP (Registrar's approval required);
6. Petitioning for independent examination of competency with the Foreign Languages and Classics Department; or,
7. Completing language studies through Virginia Wesleyan's 111/112/213 course sequence.

Transfer students entering VWU with more than sixty (60) credit hours of collegiate work may fulfill this requirement, if not satisfied in a way outlined above, by completing language studies through VWU's 111/112 course sequence.

Evening and Weekend Program students may fulfill this requirement, if not satisfied in a way outlined above, by:

- Completing one language in high school through the second level with a final grade of C or higher; or
- Completing a course offered by the Foreign Languages and Literatures department emphasizing linguistics and cultural understanding.

All students receive a foreign language placement based upon their transcripts and application file. Students may challenge their placement by contacting the Foreign Languages and Literatures department chair.

The Foreign Languages and Literatures faculty urge students needing to take a language to enroll immediately in the designated course. If students choose not to enroll immediately, they must begin their language study within three semesters of entrance.

Lakeland University Japan/Virginia Wesleyan University Global or other international students may fulfill this requirement, if not satisfied in a way outlined above, by:

- Demonstrating native fluency in a language other than English combined with a TOEFL score of at least 550 on the written test or 80 on the Internet-based exam, or an IELTS score of 6.5.
- Lakeland University Japan/Virginia Wesleyan University Global students can also fulfill this requirement through a combination of fluency in a language other than English combined with successful completion of EFL 412, 422, and 424 with a score of at least C while enrolled in LUJ's English for Academic Purposes Program.

Wesleyan Seminars

The Wesleyan Seminars bring students from across the university together in three seminar-style courses in which the process of liberal education is begun (Seminar I) and developed (Seminars II and III), at 3 semester hours each. Seminars focus on topics chosen by the faculty and represent a wide variety of interests each semester.

The Wesleyan Seminar sequence provides a common educational experience that fosters intellectual curiosity while also developing academic skills. WES courses have two interconnected goals: generating intellectual excitement and engagement in scholarly and academic work, and developing essential academic skills of reading, writing, and oral communication.

Breadth Requirement

The breadth requirement ensures a well-rounded education. Students will take six to eight courses (depending on whether the courses are 3 or 4 credits), totaling no less than 24 semester hours, to ensure a breadth of knowledge that is fundamental to a university education. The requirements span arts and humanities, social sciences, professional studies, mathematics, and the natural sciences.

- From the Goode School of Arts and Humanities
  - One course in the Creative Arts
  - One upper-level course in the Humanities
- From the Brock School of Mathematics and Natural Sciences
  - One course in the Mathematical Sciences
  - One course in the Natural Sciences (with laboratory)
- From the Birdsong School of Social Sciences and the Watts School of Professional Studies
  - One course in the Birdsong School of Social Sciences
  - One course in the Birdsong School of Social Sciences or the Watts School of Professional Studies

These courses must be taken from a minimum of six different departmental rubrics (e.g. ENG, MATH, REC) and must also be outside of a student's major department(s).

The Major

Each student must successfully complete at least one major offered by the University. The student must declare a major and designate a major advisor no later than the semester in which the student completes 64 hours. Subsequent change to a different major is subject to the requirements of that particular major, such as restrictions on GPA and time of declaration. Forms for completing this process are available on the Registrar's home page or in the Registrar's Office. Students may change majors at any time by filing a new declaration.

The student's major advisor or committee must certify that the student has successfully completed all the requirements for the major prior to graduation. A student may not present more than 64 semester hours in any one discipline to fulfill graduation requirements (see "Course Limitations").

Major Programs

Each student is required to choose a major field of concentration and to complete the requirements of that program. Details for majors are found in the alphabetical listing of majors and courses in the "Programs and Courses" section of this catalog.

Minor Programs

In addition to a major program, students have the option of completing one or more minors. This choice must be approved by a full-time faculty member of the department in which the minor will be completed, who will certify that the student has completed the requirements for the minor prior to graduation. No more than 8 semester hours taken to fulfill requirements for a student's major (or majors) may also be used to fulfill requirements for a minor. A course used to fulfill requirements for a minor may be used to fulfill a General Education requirement. Students with Advanced Placement credit should consult the specific department to determine whether those semester hours can be included as part of the minor. Application for Minor forms are due in the Registrar's Office by March 1 for May or August graduation and by October 1 for December graduation.

The requirements for a minor shall consist of a minimum of 20 semester hours and a maximum of 28 semester hours (traditionally graded). Twelve hours must be at the 200 level or above, and at least 8 of those hours must be at the 300 level or above. A minimum of 12 hours must be taken in residence at VWU. A 2.0 GPA (C) average is required for all courses taken in the minor field. Students may not complete a minor in the same area(s) as their major(s). The requirements for each minor are listed in the appropriate section of this catalog that deals with that discipline.

Certificate Programs

In addition to majors and minors, students and those outside the VWU community have the option of completing one or more certificate programs. Certificate programs provide certification of a knowledge base in a specialized area, but do not offer a transcript or degree.

Total Semester Hours

Students must complete at least 60 semester hours of academic coursework, all of which must be college-level, and two-thirds of which must be traditionally graded to receive an Associate's degree. Students must complete at least 128 semester hours of academic coursework, all of which must be college-level, and two-thirds of which must be traditionally graded to receive a Bachelor's degree.

Grade Point Average

Students must have at least a 2.0 (C) grade point average in the major and at least a 2.0 cumulative average. The comprehensive liberal studies, history and social science, and social work majors require a 2.5 average. The individualized major requires a 2.7 average.

Residency Requirements

All undergraduate students are required to complete 128 semester hours to graduate, and they must complete their last 32 hours and at least 16 semester hours in their major area in residence at Virginia Wesleyan. Students participating in specific cooperative programs with articulation agreements must complete their last 32 hours in residence prior to transferring to the cooperating institution and must complete at least 16 semester hours in their major area at VWU.

Oral Communication Proficiency

Students graduating from Virginia Wesleyan with a Bachelor's degree must meet discipline-specific standards of oral communication established for their major programs.

Application for Graduation

Degrees are conferred in May, August, and December. Each candidate for a degree is required to file an Application for Graduation (available in WebAdvisor) according to the following schedule:

Degree Received	December	May	August
Apply for Graduation on WebAdvisor by:	By the end of the final spring semester	Before the beginning of the final fall semester	Before the beginning of the final fall semester
Completion of all Graduation Requirements:	End of fall semester	End of spring semester	End of summer term
Degree Conferral:	December	May	August
Commencement Exercises:	December	May	December

Commencement Exercises

Students are eligible and expected to participate in the first Commencement exercises held after they have completed all graduation requirements.

Transcripts
Transcripts are provided by the Registrar's Office and are issued only upon the written request of the student. All financial obligations to the University must be met prior to the release of a transcript.

A transcript of work completed at any high school or at any college other than Virginia Wesleyan University must be obtained directly from that institution.

Academic Regulations and Information

Academic Classification
Academic classification of students is determined by semester hours earned toward a degree:

Semester Hours Earned	Class
0-23	First Year
24-53	Sophomore
54-84 and Declaration of Major filed	Junior
85+	Senior

Registration
By the beginning of each semester, students are required to formally register for classes. Currently enrolled students should register during advance registration for maximum opportunities to obtain a satisfactory class schedule. Online students may register for up to 8 credits per 7-week (mini) term. Late registration extends through the first ten days of the fall or spring semester. Students should refer to the Registrar's home page for registration information and for details concerning course offerings, procedures, and requirements.

Course Loads
A full-time student is one who carries at least 12 semester hours per semester. A student who carries fewer than 12 semester hours is classified as a part-time student. The following restrictions are placed on the maximum course load a student may carry in a given semester; exceptions to these policies may be made only with the written endorsement of the student's faculty advisor and the approval of the Provost:

- Entering first year and first-semester transfer students are counseled by their advisors according to their past record as to whether they should limit their registration to three or four courses during their first semester at Virginia Wesleyan.
- Online students may register for up to 8 credits per 7-week (online) term.
- The maximum academic credit load for a student on academic probation is 12 semester hours.
- All semester hours of "Incomplete" from the previous term (counting summer and January Term as a term) are considered part of the student's academic load.

Adding and Dropping Courses
Students may add or drop a course, change a section of a course through WebAdvisor or by completing a Course Selection form at the Registrar's Office. Students wishing to add a course during the second week of classes (days 6-10 of classes) must have the written approval of the professor and the Provost. The added course will increase the total hours in a student's course load even though the student may have dropped another course (see "Withdrawal from Course").

Dropping a course after the first week of classes does not reduce the total number of semester hours charged for the semester. Drops after the first week of classes and prior to the automatic "WF" period (see Academic Calendar) result in a grade of W. From the beginning of the automatic "WF" period until the last day of classes for the semester, a drop will result in an automatic WF or WU. Exceptions to this policy may be made for students who withdraw from the University for reasons of documented illness. Students cannot evade the imposition of a course grade of F as the result of an Honor

Code violation by withdrawing from the course. Students are encouraged to contact their advisors if they have any questions.

Course Modality

Virginia Wesleyan defines course modalities in the following ways:

- A ***hybrid course*** is one where 30% to 74% of instructional seat time is online, but there is also face-to-face instruction.
- An ***online course*** is one where 75% or more of instructional seat time is online. These usually do not have any synchronous component.
- A ***remote course*** is one where at least 50% of instructional time is synchronous, but this happens via technology such as Zoom, Google Meet, or other means. Instruction also occurs through asynchronous assignments, projects, readings, experiences, discussions, and other means.

All undergraduate courses offered through the VWU Global Campus are online courses. Graduate programs are a mix of online and on-campus programs. Regardless of modality, all courses at Virginia Wesleyan University exist in accordance with the University's core principles of small classes that engage students in an active learning environment. Therefore, the University's online, hybrid, remote, and distance learning options reaffirm its belief in fostering learning that is both intellectually challenging and student driven.

Class Attendance Policy

The University expects students to be actively engaged in their courses. VWU Global Campus undergraduate courses are taught in 7-week terms. This accelerated format requires students to be consistently and actively engaged throughout the course. Students are expected to log into Blackboard and their course on most days, and to complete assignments in a timely manner. Being unable to engage in the course for any extended period of time will make it difficult to successfully complete the course. Professors best understand the responsibilities of individual students in their courses; thus, they have sole authority over course policies as they evaluate all excuses for late work and decide whether to permit students to make up work submitted after due dates. Professors may request written confirmation of illness from the Health Services director or from a physician. They may request written confirmation of other significant reasons for absence from the Senior Vice President.

Grading System

Virginia Wesleyan University uses a 4.0 grading system. The table below lists the letter grades that professors use, the meaning of each letter grade, and the number of quality points that each grade represents. Quality points are used to determine a student's grade point average (GPA). The procedure for calculating a GPA is described below, under "Grade Point Averages."

Letter Grade	Meaning	Quality Points per Semester Hours	Used to Calculate GPA
H	Exceptional quality work in an honors course	4.00	Yes
A	Excellent work	4.00	Yes
A-		3.67	Yes
B+		3.33	Yes
B	Good work, definitely above average	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Average work	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Below average work	1.00	Yes
D-	Work meets minimum requirements for credit	0.67	Yes
F	Failure	0.00	Yes
WF	Withdrew while failing	0.00	Yes
W	Withdrew	0.00	No
S	Satisfactory work in pass/fail course	0.00	No
U	Unsatisfactory work in pass/fail course	0.00	No
WU	Withdrew with unsatisfactory work in pass/fail course	0.00	No
Z	Satisfactory work in audited course		
UZ	Unsatisfactory work in audited course		
I	Work that the instructor considers justifiably incomplete (See "Incomplete" in this section).		

Pass/Fail Grades

Some courses are offered only on a pass/fail basis and are so noted in the class schedule for a given semester. Students also have the option in a given semester of electing to take one traditionally graded course on a pass/fail basis, provided that the course is not needed to fulfill general college requirements, or any part of the student's major or minor program, or a repeat of a course originally taken as a traditionally graded course. Also, the course may not be used to fulfill the requirements for graduation with honors. To place a course on pass/fail, a student must obtain the advisor's signature on a Pass/Fail form and return the form to the Registrar's Office before the end of the third week of the fall or spring semester or before the end of the first week of a summer session.

The following limitations apply: In any given semester, students may not enroll for more than one-third of their academic load in pass/fail courses except on the written recommendation of their advisor and the approval of the Provost. No more than one-third of a student's total hours offered for graduation may consist of courses graded on a pass/fail basis.

Pass/fail grading may not be chosen for any honors seminar or for any course challenged for the H grade.

Incomplete

An Incomplete is given at the discretion of the professor when circumstances beyond the control of the student prevent the completion of course requirements.

Incomplete work must be made up during the ensuing term, with summer counting as a term, so that a letter grade can be turned in to the Registrar no later than the last day of classes. Otherwise, a grade of Incomplete is recorded as a grade of F. Any exception to this policy requires the approval of the Provost prior to the stated deadline.

Grade Changes
A request for a grade change must be submitted by the faculty member to the Provost for approval. Any change of grade from a reassessment must be made within 12 months of the issuance of a grade.

Course Grade Appeal Process
A student who believes that he or she has received an unjust course grade may appeal the grade. The burden of proof of injustice rests with the student. A student pursuing an appeal must follow these steps:

- First, the student must review the course syllabus for the grading policy and calculate a legitimate grade, based on all tests, papers, and other work graded by the faculty member during the semester.
- If the student still believes the grade is in error, then no later than the end of the second week of the subsequent semester, summer not counting as a semester, the student must confer directly with the faculty member who assigned the grade, bringing to the meeting all graded work that was required for the course.
- If after this meeting the student is still not satisfied with the faculty member's decision, then no later than the end of the fifth week of the same semester, the student must prepare and send to the Provost a written appeal with all supporting evidence. At the same time, the student must send copies of all materials to the faculty member. After consultation with both the student and the faculty member, the Provost, if she or he believes the case so warrants, calls together the members of the department in which the course was taken. This process is intended to ensure fairness and to ensure that all supporting materials are seen by neutral parties. After this consultation with the Provost and the other members of the department, the faculty member makes the final determination.

Repeating a Course
Students will ordinarily be permitted only once to repeat a course for which they have been charged quality points, and then only if the original grade was below a C (2.0). However, students with a cumulative grade point average of 2.0 or above may take for a third time a course not previously passed if they obtain the written recommendation of their advisor and the approval of the Provost, who will consult with any professor who has previously taught the course, or with the coordinator of the department in which the course was taught. When a student repeats a course, all previous grades for that course remain on the transcript, but only the most recent grade is used in computing the grade point average.

Grade Point Averages
A student's major and cumulative grade point averages are computed on work taken at Virginia Wesleyan, exclusive of pass/fail courses. Coursework taken on a cross-registration basis is also included in the Virginia Wesleyan grade point average, again exclusive of pass/fail courses.
A student's grade point average is calculated by dividing the total number of quality points earned at Virginia Wesleyan by the total number of semester hours attempted at Virginia Wesleyan, including failures and withdrawal failures. Courses in which the mark was WP or W and courses taken on a pass/fail basis, are not included when computing the grade point average. In the case of repeated courses, only the semester hours and the grade points from the most recent attempt are used in the computation. (WP grade no longer used effective Fall 2013).

The following examples demonstrate the procedure for computing a grade point average:

1. A student who completes 16 semester hours with 12 semester hours of C and 4 semester hours of S has earned 24 quality points for the C's and no quality points for the S. To find the student's average, divide 24 quality points earned by the 12 semester hours of traditionally graded work attempted to find the grade point average of 2.0.
2. A student who completes 16 semester hours with 4 semester hours of B, 4 of C+, 4 of C-, and 4 of D, has earned 12 quality points for the B, 9.32 for the C+, 6.68 for the C-, and 4 for the D, for a total of 32 quality points. Divide the 32 quality points by the 16 semester hours to find the grade point average of 2.00.

A semester's grade point average is computed under these rules by considering only courses undertaken in a given semester. The cumulative grade point average of all work taken at Virginia Wesleyan is simply computed by considering all traditionally graded courses undertaken. A cumulative grade point average cannot be computed by averaging semester grade point averages.

Final Examinations
Final examinations are given in most courses during the final examination period at the end of each term. Any student who has three examinations scheduled for three successive exam periods should discuss a possible schedule adjustment with the faculty members involved.

Midterm and Final Grade Reports
The University provides mid-semester progress reports for students. First year students should have grade estimates and/or comments in all courses. Upper class students should have, at the very least, a mid-term progress report if there is a course deficiency (C- or below). These reports may be viewed on WebAdvisor beginning in the eighth week of each semester. Students with grades in need of improvement should consult their professors and advisors for suggestions. Final grades may be viewed and/or printed directly from WebAdvisor.

Academic Alert System
The University has established the Academic Alert System to identify students experiencing academic difficulty and to provide appropriate counseling, tutorial, and advising services to enable such students to succeed in their coursework. The purpose of the system is to help every student achieve success, and the reporting and record keeping are strictly non-punitive. When a student fails to attend class, struggles to complete assignments, performs poorly on examinations or papers, or otherwise encounters problems in coping with academic life, a faculty or staff member who has direct knowledge of the student's situation may file an online report which then links the student to appropriate campus personnel who can address the student's needs.

The Academic Alert System notifies relevant course instructors, counselors, faculty advisors, coaches, and support staff of the record of institutional intervention on a need-to-know basis. Sharing of Academic Alert information beyond those faculty and staff with a direct interest in an individual student's case is subject to the federal Family Educational Rights and Privacy Act (FERPA).

President's List
Students who achieve a grade point average of 4.0 during a given semester are named to the President's List for that semester. To qualify for this honor, students must have full time status, have taken at least 9 semester hours of traditionally graded courses, and have no grades of Incomplete for the semester.

Dean's List
Students who achieve a grade point average of 3.50 to 3.99 during a given semester are named to the Dean's List for that semester. Students with an average of 3.25-3.49 are named to the Honorable Mention List. To qualify for these honors, students must have full-time status, have taken at least 9 semester hours of traditionally graded courses, and have no grades of F or Incomplete for the semester.

Course Limitations
Students may have more than one major listed on their transcripts, but may present no more than 64 semester hours in any one discipline in fulfillment of graduation requirements. A student who wishes to take more than 64 semester hours in one discipline must take additional hours beyond the 128 semester hours required for graduation.

Earning Graduate Credit as an Undergraduate Student
Undergraduate students may take a total of up to 9 credits of VWU graduate courses during their junior and senior years, provided that they meet the following criteria:

- have earned at least 80 credit hours from all college level work
- have earned at least 20 credit hours from VWU
- have at least a 3.0 cumulative GPA for all VWU coursework
- have completed the prerequisites (if any) for any graduate course they wish to enroll in
- apply for permission from the Office of Academic Affairs
- To remain eligible during subsequent semesters, students need to:
- maintain a cumulative undergraduate GPA at or above 3.0
- need to pass all graduate courses with a grade of at least a B

Undergraduate students taking graduate coursework must carry at least 12 credits of undergraduate coursework during that semester, to maintain full time undergraduate status for financial aid purposes. The graduate credit earned would be in addition to the undergraduate coursework. Thus, careful planning with an academic/faculty advisor is essential to ensure that the student remains on track to complete their degree in a timely manner.

Name Changes
Accuracy in record keeping is of the utmost importance in the Registrar's Office as the staff strives to protect the privacy of students' academic records. Students with name changes should notify the office at once by bringing an original birth certificate, marriage certificate, or court order. Name changes affect only the last name; whereas the first and middle names given at birth remain the same, except in cases of a court-ordered change.

Non-Resident Credit
While a student is enrolled at Virginia Wesleyan, no credit is awarded for courses taken at another college unless the student obtains permission from the Registrar's Office prior to registering for such courses.

Cross Registration
Virginia Wesleyan's membership in the Virginia Tidewater Consortium provides students with opportunities for enriching their educational programs through a process of cross-registration at other institutions of higher education located in Hampton Roads. Subject to available space at another school, Virginia Wesleyan students may cross-register at other member institutions for a course that is not currently available. Students requesting to cross-register for a course at another school must have the written approval of their advisor and the Registrar and be in good academic standing (2.00 GPA). Grades earned through cross-registration become part of the student's grade point average. Complete information covering the conditions of cross-registration is available in the Registrar's Office.

Transient Registration
Virginia Wesleyan students may take courses at other institutions of higher education and transfer the credit in. To do so, they must be in good academic standing, complete an application, and receive the written approval of their advisor and the Registrar prior to registering for any courses at other institutions. Approved credit is accepted for transfer only when the student has earned a grade of C (2.0) or above. Transfer credit does not affect the student's grade point average at Virginia Wesleyan. Complete information covering the conditions of transient registration is available in the Registrar's Office.

Catalog of Entry
Students who have left the University for a time, have not earned additional credit, and have been readmitted to Virginia Wesleyan may choose to satisfy either the requirements listed in the catalog that was current at the time they first enrolled in the University or the requirements that are in effect at the time of their application for graduation. Students who have left the University and earned additional credit prior to readmission to Virginia Wesleyan must satisfy the requirements listed in the catalog at the time of their application for graduation.

Withdrawal and Readmission to the University
A student who wishes voluntarily to withdraw from the University during a given term is not considered officially withdrawn until they notify the Registrar in writing of this intention and completes an official withdrawal form. Assigned grades of W or WF are determined by the date of withdrawal and the discretion of the professor. Any course registrations for the semester following the withdrawal are deleted. If a student fails to register for two consecutive major semesters by the last date for late registration, he or she is assumed to have withdrawn from the University.

A student who needs to withdraw for medical reasons during a given semester will be required to provide medical documentation and a letter which addresses the following: the specific nature of the illness, the approximate date of the onset of the illness, the date at which the doctor first diagnosed the illness, and how the illness and treatment precluded one's ability to engage in studies.

A student who withdraws and desires to return to the University must reapply to the Office of Enrollment Services for consideration by the Committee on Academic Standing.

A student who has been academically dismissed may apply for readmission once, and only after meeting the criteria as outlined in the Selective Retention Policy.

Effective Fall 2013, any student readmitted to the University will be required to complete 128 semester hours for graduation, with their last 32 hours and at least 16 semester hours in their major area in residence at Virginia Wesleyan.

Four-Year Graduation Guarantee
Virginia Wesleyan University guarantees that all students wishing to graduate in four years will be provided necessary courses as required by the University in their chosen field of study. Any required courses needed beyond four years will be provided to the student tuition-free.

Entering first year students wishing to participate in the graduation guarantee program must complete the guarantee application form upon entry to the University and officially declare a major before beginning their fall semester classes at the start of the junior year. Students must successfully complete an average course load of 16 hours each semester (32 hours per year) and remain in good standing at the University. Any course failed or repeated will void the guarantee, and any late change in major options may void the guarantee. Students who are interested in details about the program should contact the David L. Kaufman Center for Enrollment.

Academic Requirements for Virginia Wesleyan's Internship Courses
To ensure that internships meet the highest academic standards and align with best practices in the field, all credit-bearing internships at Virginia Wesleyan University meet the following requirements:

- The internship course includes a structured mechanism for discussion of the internship experience between the instructor, the student, and if possible other students.
- The course includes a Learning Contract for each student. The Learning Contract is signed by all parties (student, instructor, and site supervisor) during the first weeks of the internship experience.
- The course requires 45 hours of coursework per academic credit based on a 15-week semester. Coursework could include 1) on-site work hours, 2) work related to the internship, 3) class meetings, or 4) course assignments. The division of coursework is at the discretion of the supervising course instructor.
- The student's on-site (i.e., work) hours may not exceed 40 hours per week. This is consistent with the U.S. Department of Labor's internship regulations and the Fair Labor Standards Act (FLSA).
- The student has junior or senior status. Exceptions are at the instructor's discretion.
- The student is in good academic standing with a minimum GPA of 2.0. Major programs may require higher GPAs.
- The student receives instructor consent to enroll in the course.

Academic Standing

Selective Retention Policy

Except under extraordinary circumstances as determined by the Committee on Academic Standing, the following policy governs the academic status of students with regard to academic probation, suspension and dismissal. Because a 2.0 cumulative grade point average (GPA) is necessary for graduation, a GPA of 2.0 (C) is required for good academic standing. A GPA below 2.0, whether or not a student is placed on probation, is a warning that one's academic performance falls below acceptable standards.

When a student's GPA falls below 2.0, the student's academic status will vary according to the number of semesters of coursework taken. "Probation" is a severe warning that failure to raise the cumulative GPA to a 2.0 in the next semester after probation may result in suspension or dismissal. Probationary status always requires students to schedule special conferences with their advisor, with an academic coach and, in some cases, with the Provost. "Suspension" occurs when the Committee on Academic Standing determines that a student's academic performance merits separation from the institution for two semesters (with the summer counting as one semester). In rare cases of academic non-performance, the Committee may "dismiss" a student for a period of five years.

A first-year student who does not achieve at least a 1.6 after undertaking the equivalent of one semester of full-time academic work is automatically placed on academic probation. A first-term student who does not achieve at least a 1.4 is eligible for suspension or dismissal, but may at the discretion of the Committee on Academic Standing, be placed on probation. Any student whose cumulative average is below 1.8 after undertaking the equivalent of two semesters of full-time academic work is automatically placed on probation. Students with two semesters of work and an average below 1.6 are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

Students with a cumulative average below 2.0 after three semesters are automatically placed on probation; those with an average below 1.8 are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

All students must have at least a 2.0 cumulative average after undertaking the equivalent of four semesters of full-time academic work. Those who do not achieve this standard are eligible for suspension or dismissal, but may, at the discretion of the Committee on Academic Standing, be placed on probation.

Any student who fails more than half of the semester hours in his or her academic load in any semester after completion of one or more semesters is subject to suspension for two terms or dismissal.

Peri-suspension can be recommended in cases meriting suspension, but where the committee believes the individual has the potential to improve their academic course. Individuals receiving peri-suspension are offered the opportunity to take up to 12 credit hours online through VWU Global Campus or through the Council of Independent Colleges online course sharing consortium, in lieu of suspension. Individuals successfully completing these courses, with a grade of at least a C will be converted to Academic Probation. Individuals who do not complete these courses with a grade of at least a C, or who decline this option will be suspended. Peri-suspension is only offered at the discretion of the Academic Standing Committee, in lieu of suspension.

As a general rule, a suspended student may not receive transfer credit for any course work taken at another institution during the two terms immediately following the suspension. With the prior approval of the Provost, a suspended student may take one or more courses at another institution for transfer credit at Virginia Wesleyan; a student granted approval must submit an official transcript of all such course work at the other institution as one condition of readmission to the University.

After being out of University for two terms, summer counting as a term, a suspended student may apply to the Committee on Academic Standing, through the Office of Enrollment Services, for readmission. If the student is readmitted, the conditions are established by the Committee on Academic Standing at the time of readmission and

communicated to the student in writing by the Office of Enrollment Services. Once suspended, students who do not meet the conditions of their final probation will be dismissed from the University.

Students who have been dismissed by the Committee on Academic Standing for five years or more may apply for readmission. Conditions for readmission include submitting a statement, along with relevant supporting documentation, of academic and/or work-related accomplishments since last being enrolled at the University. The material is intended to offer evidence that the student has grown in maturity, ability to handle responsibility, and commitment to achievement such that he or she should be able to experience academic success if permitted to begin their studies again at Virginia Wesleyan. If readmitted, the student is given the option of Academic Clemency.

Under the University's selective retention policy, "the equivalent of one semester of full-time academic work" is defined as a minimum of 12 semester hours; two semesters, 24 semester hours; three semesters, 36 semester hours; four semesters, 48 semester hours.

The maximum course load for a student on academic probation is 16 semester hours. Any student with a cumulative grade point average of less than 2.0 is also limited to 16 semester hours. The limit can be exceeded only with the written endorsement of the student's faculty advisor and the approval of the Provost.

Each student is responsible for being aware of his or her own academic standing relative to the University policy and is entitled to appeal the decision of the Academic Standing Committee. Letters of appeal should be directed to the committee chairperson located in the Registrar's Office.

Probation and Suspension Thresholds for Full-Time Undergraduate Students

Number of semesters	Automatic Probation	Eligible for suspension or dismissal
After one semester	Below 1.6	Below 1.4
After two semesters	Below 1.8	Below 1.6
After three semesters	Below 2.0	Below 1.8
After four semesters	See Note*	Below 2.0
Special case, applicable to any semester		Failure of half or more of semester hours after completion of one or more semesters

** After four semesters, students with a GPA below 2.0 can be placed on probation by the Committee on Academic Standing, or suspended or dismissed by the Committee.*

Selective Retention Policy for Part-Time Students

The general standards applicable to full-time students also cover part-time students. For part-time students, however, the thresholds for probation and suspension are set out in terms of credit hours rather than semesters, according to the following table.

Probation and Suspension Thresholds for Part-Time Undergraduate Students

Number of semesters	Automatic Probation	Eligible for suspension or dismissal
After 8 credit hours	Below 1.6	Below 1.4
After 16 credit hours	Below 1.8	Below 1.6
After 24 credit hours	Below 2.0	Below 1.8
After 32 credit hours	See Note*	Below 2.0
Special case, applicable to any semester		Failure of half or more of semester hours after completion of one or more semesters

**After 64 credit hours, students with a GPA below 2.0 can be placed on probation by The Committee on Academic Standing, or suspended or dismissed by the Committee.*

Academic Clemency

Virginia Wesleyan University recognizes that some students may, for a variety of reasons, develop academic records that do not reflect their true abilities. Students who leave the University with poor records may wish to request academic clemency upon their return. To encourage students to try again after an unsuccessful experience, the University is prepared to extend academic clemency based on the following policies:

- A student who returns to the University after an absence of at least ten consecutive fall and spring semesters may submit a request to the Provost for academic clemency.
- A student must request academic clemency at the time of first readmission following his or her return to the University. If clemency is granted, previous coursework with a grade below 2.0 (C) is not used to satisfy any graduation requirement, nor is it calculated in the cumulative GPA or hours earned.
- Academic clemency is granted only once, and once granted may not be rescinded. It is available only to degree-seeking students and applies only to previous coursework with grades below 2.0 (C). Students must identify the semester(s) for which clemency will be applied.
- Students readmitted under this provision must satisfy the requirements listed in the catalog that is current at the time of readmission.
- All coursework and forgiven grades remain on the academic transcript, but a statement of academic clemency is entered after each semester for which grades are forgiven.
- A student who has been granted academic clemency is not precluded from graduating with honors.

Student Rights and Responsibilities: Family Educational Rights and Privacy Act of 1974 (FERPA)

All educational records of students enrolled at the University are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Student consent is required for the release of records covered by the Act to outside parties (i.e., prospective employers), except for those agencies entitled to access under the provisions of the Act (i.e., college personnel with a legitimate educational interest, federal education and auditing officials, federal and state law enforcement and judicial officials, and requests related to the application for or receipt of financial assistance).

Any other access must have written authorization from the student, with the exception of certain “directory information,” which includes the name, address, and telephone number of the student, e-mail address, major field of study, dates of attendance, degrees, awards and honors received (including dates), photographic view or electronic images, and the most recent previous educational agency or institution attended.

CIC Online Course Sharing Consortium

The CIC Online Course Sharing Consortium facilitates online course sharing among members of the Council for Independent Colleges that have similar goals for academic quality, a commitment to the liberal arts, affordability, and accessibility. The opportunities and flexibility provided by the Consortium support Virginia Wesleyan students and help ensure timely academic progress and degree completion. Contact the Office of Academic Affairs for more information.

Evening and Weekend Program

Virginia Wesleyan University is committed to encouraging learning as a lifelong process. The Evening and Weekend Program (EWP) offers evening and weekend, and online courses to help meet the educational needs of adults age 23 or older whose work, family, and community commitments require scheduling courses outside of daytime hours. EWP courses take into consideration the special needs of adult learners while maintaining the academic quality found in all Virginia Wesleyan programs. Courses are offered for those who plan to complete a degree, as well as for those who wish to take individual courses for personal enrichment or career advancement.

Evening and Weekend students may pursue their studies either full-time (at least 12 semester hours per semester) or part-time (fewer than 12 semester hours) and either as classified students (i.e., pursuing a degree or other designated program) or unclassified students (taking individual courses for credit, but not towards a degree or designated program).

Admission
To start the application process into the Evening and Weekend Program, applicants must be at least 23 years of age and have graduated from high school with a 2.0 GPA, or have a high school equivalency certification. Transfer students must have at least a cumulative 2.0 GPA in previous college work and be in good financial standing with previous academic institutions.

To assist prospective students in structuring their program at Virginia Wesleyan, enrollment counselors in the Office of Enrollment Services will provide unofficial transcript evaluations when meeting one-on-one with prospective students. Official transcript evaluations will be provided by the Registrar's Office once official transcripts have been received from all colleges and universities previously attended and individuals have been admitted to the University.

Enrollment Status
Changes in a student's circumstances or goals may necessitate a change in enrollment status. A student who initially enrolls in the Evening and Weekend Program, may find work or life changes necessitate a change in enrollment status to the day program. Alternatively, day students, age 23 or older, may find it necessary to change enrollment status to the Evening and Weekend Program. The University does not permit repeated switching between the two programs. However, a process exists to accommodate such change when circumstances warrant.

Students interested in an enrollment status change should contact the Coordinator for the Evening and Weekend Program for information. Approval for an enrollment status change must be granted by the Vice President for Enrollment (forms available in the Center for Enrollment Services and Office of Support Services for the Evening and Weekend Program). Students who are interested in enrollment status change are bound by the foreign language requirement of the initial program of enrollment. The only exception to this policy is in the case of a student who has been out of the University for three full semesters (defined as fall and spring semesters only) or more. (In such cases of readmission, the student will follow the foreign language requirement of the readmission program [Day or Evening and Weekend]).

Tuition, Fees, and Financial Aid
Because traditional financial assistance is limited, Virginia Wesleyan has developed a unique Adult Incentive Grant through which the Evening and Weekend tuition rate is substantially reduced from the day program rate. The tuition rate for the EWP is $399 per credit hour. Please refer to the Office of Finance and Administration Policies in the catalog for further information on tuition, financial aid and related policies relevant to the Evening and Weekend program.

Basic financial aid information is available in the Financial Aid Office. The amount of traditional financial aid available to part-time students is limited. To qualify, students must demonstrate financial need and carry at least 6 semester hours per semester.

Another form of financial assistance is the Employer Tuition Deferral (ETD) program, which enables qualifying participants to defer their payment of tuition until their employer reimburses them at the end of the semester.

Military tuition assistance and veterans' benefits may be applied toward tuition for Evening and Weekend courses. A fixed Active Duty Military Rate provides for tuition compensation for those students who have not yet retired from military service.

The Evening and Weekend Corporate Rate Program offers a 10% reduction in tuition costs for employees of corporations and organizations that partner with the Evening and Weekend Program.

Public school teachers and teachers with a provisional license can take required VDOE recertification/certification coursework through the Evening and Weekend Recertification and Continuing Education Program for Educators for a 50% reduction in the current Evening and Weekend tuition rate.

Major Programs
Several majors are available through the Evening and Weekend Program. For detailed information on each of these programs, see listings in the "Major Programs" and "Programs and Courses" sections of this catalog.

1. Business
2. Comprehensive Liberal Studies
3. Criminal Justice
4. History and Social Science
5. Individualized Studies
6. Social Science Major (with a concentration in Business, Criminal Justice, History, Political Science, Psychology, or Sociology)

In addition, any of the degrees offered online may be selected by EWP students.

Provisional and Recertification Programs
The provisional licensure program is designed for students who have been granted a provisional license by the VDOE and are taking classes to fulfill those requirements. Students will be required to provide a copy of the VDOE provisional letter and license.

The recertification program is intended for teachers licensed in the state of Virginia who are looking to accrue recertification points. Students will be required to provide a copy of their teaching license.

General Information

Degree Requirements
Requirements for completing a degree in the Evening and Weekend program are the same as those for day students, with the exception of the foreign language requirement. Regardless of how many semester hours they transfer in, EWP students can fulfill this requirement by:

1. Completing one language in high school through the second level with a final grade of C or higher; or
2. Completing a course offered by the Foreign Languages and Literatures department emphasizing linguistics and cultural understanding.

Class Schedules
The Evening and Weekend class schedule accommodates the traditional work day, with classes that meet in the evening or on alternate weekends and some that incorporate hybrid and online classes. The program is flexible to accommodate busy schedules. The typical part-time student takes one or two courses each semester, but students may work towards a degree as slowly or as rapidly as they wish. Part-time students are especially encouraged to enroll in the summer sessions.

GRADUATE PROGRAMS AND REGULATIONS

Virginia Wesleyan University brings the principles of the liberal arts to its graduate programs. Today's society requires educated specialists in many areas; however, the times also demand broadly educated individuals who understand their disciplines in the context of the society and in relation to the past and future.
The Virginia Wesleyan University Global Campus serves evening, weekend, online, graduate, early enrollment/advanced scholars, our students at our Japan campus and non-degree-seeking and non-credit learners. The VWU Global Campus coordinates recruitment, enrollment, support services, and course and program delivery across the University in order to promote the following opportunities for non-traditional students: (1) Lakeland University Japan and Virginia Wesleyan University Global; (2) Evening and Weekend Program; (3) VWU Online; (4) Lifelong Learning; (5) Westminster/Wesleyan Lifelong Learning Institute; and (6) Robert F. Boyd Institute.

Graduate Degrees

The VWU Global Campus at Virginia Wesleyan University offers six graduate degrees. All degrees require a minimum of 30 hours of graduate level coursework. Specific requirements for each degree can be found in the *Graduate Programs of Study* section of this catalog.

Graduation Requirements

Programs must impose on students the following minimum standards for graduation:

- Students must complete all requirements and coursework stipulated by the program prior to the deadlines specified for graduation, hold no grades of Incomplete, and be in good standing with the University.
- Students must have a cumulative GPA in program courses of at least 3.0.
- Students must complete program within 5 years from initial enrollment.
- Degree candidates must apply for graduation in the final semester of coursework. The candidate's application for graduation must be approved by the graduate program and the Registrar.

Full-Time Status

Full-time, degree-seeking, graduate students are defined as those taking nine (9) credit hours per semester. Prerequisite courses may be counted in the total for the calculation of full-time status. Students taking fewer than nine credit hours per semester are defined as part-time students.

Transfer Credits

While graduate students may transfer up to 12 credits, the remaining academic coursework must be completed through VWU. Acceptance of transfer graduate credits will be approved by the individual graduate degree programs and recorded on the student's transcript. The University's M.B.A. program permits the transfer of up to 12 credits. The M.A.Ed. program only accepts transfer credits under exceptional circumstances; transfer students should contact the M.A.Ed. Graduate Program Director for clarification in specific cases.

Registration and Attendance/Participation Policies

Registration: By the beginning of each term, students are required to formally register for classes. Currently enrolled students should register during advance registration for maximum opportunities to obtain a satisfactory class schedule. Online students may register for up to 8 credits per 7 week (online) term. Late registration extends through the first five days of each term. Students should refer to the Registrar's home page for registration information and for details concerning course offerings, procedures, and requirements.

Adding and Dropping Courses: Students may add or drop a course, or change a section of a course through WebAdvisor or by completing a Course Selection form at the Registrar's Office. Students wishing to add a course after the first week of classes must have the approval of the professor and the Provost. The added course will increase the total hours in a student's course load even though the student may have dropped another course (see "Withdrawal from Course").

Dropping a course after the first week of classes does not reduce the total number of hours charged for the term. Drops after the first week of classes and prior to the automatic WF period (see Academic Calendar) result in a grade of W. From the beginning of the automatic WF period until the last day of classes for the semester, a drop will result in an automatic WF or WU. Exceptions to this policy may be made for students who withdraw from the University for reasons of documented illness. Students cannot evade the imposition of a course grade of F as the result of an Honor Code violation by withdrawing from the course.

Class Attendance/Participation Policy: The University expects students to attend all class meetings of courses in which they are enrolled; in the case of online courses, the University expects regular course participation, including logging in to the course's Blackboard page several times each week. Each professor sets an attendance/participation policy and includes it in the course syllabus. Professors best understand the responsibilities of individual students in their courses; thus they have sole authority over course attendance/participation policies as they evaluate all excuses for absence and decide whether to permit students to make up work missed. Professors may request written confirmation of illness from the Health Services director or from a physician. They may request written confirmation of other significant reasons for absence from the Senior Vice President.

Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility that are fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data or commit plagiarism or academic theft.

The purpose of the Honor Code at Virginia Wesleyan University is to foster an environment of learning based upon trustworthiness and willingness to assume personal responsibility for honorable behavior. Responsibility for safeguarding honor and trust belongs to the entire academic community; therefore, students need to assume increasing measures of accountability for honorable behavior in themselves and others as they advance academically.

Grading Policies

Grading System: Virginia Wesleyan University uses a 4.0 grading system. The table below lists the letter grades that professors use, the meaning of each letter grade, and the number of quality points that each grade represents. Quality points are used to determine a student's grade point average (GPA). The procedure for calculating a GPA is described below, under "Grade Point Averages."

Letter Grade	Meaning for Graduate Courses	Quality Points per Sem. Hr.	Used to Calculate GPA
A	Excellent work	4.00	Yes
A-	Good work, definitely above average	3.67	Yes
B+	Good work, somewhat above average	3.33	Yes
B	Average work	3.00	Yes
B-		2.67	Yes
C+		2.33	Yes
C	Below Average work	2.00	Yes
C-		1.67	Yes
D+		1.33	Yes
D	Substantially below average work	1.00	Yes
D-	Work meets minimum requirements for credit	0.67	Yes
F	Failure	0.00	Yes
WF	Withdrew while failing	0.00	Yes
W	Withdrew	0.00	No
I	Work that the instructor considers justifiably incomplete	0.00	No

Incomplete: An Incomplete is given at the discretion of the professor when circumstances beyond the control of the student prevent the completion of course requirements.

Incomplete work must be made up during the ensuing term, with summer counting as a term, so that a letter grade can be turned in to the Registrar no later than the last day of classes. Otherwise, a grade of Incomplete is recorded as a grade of F. Any exception to this policy requires the approval of the Provost prior to the stated deadline.

Grade Changes: A request for a grade change must be submitted by the faculty member to the Provost for approval. Any change of grade from a reassessment must be made within 12 months of the issuance of a grade.

Course Grade Appeal Process: A student who believes that he or she has received an unjust course grade may appeal the grade. The burden of proof of injustice rests with the student. A student pursuing an appeal must follow these steps:

First, the student must review the course syllabus for the grading policy and calculate a legitimate grade, based on all tests, papers, and other work graded by the faculty member during the semester.

If the student still believes the grade is in error, then no later than the end of the second week of the subsequent semester, summer not counting as a semester, the student must confer directly with the faculty member who assigned the grade, bringing to the meeting all graded work that was required for the course.

If after this meeting the student is still not satisfied with the faculty member's decision, then no later than the end of the fifth week of the same semester, the student must prepare and send to the Provost a written appeal with all supporting evidence. At the same time, the student must send copies of all materials to the faculty member. After consultation with both the student and the faculty member, the Provost, if she or he believes the case so warrants, calls together the members of the department in which the course was taken. This process is intended to ensure fairness and to ensure that all supporting materials are seen by neutral parties. After this consultation with the Provost and the other members of the department, the faculty member makes the final determination.

Repeating a Course: Students will ordinarily be permitted only once to repeat a course for which they have been charged quality points, and then only if the original grade was below a C (2.0). However, students with a cumulative grade point average of 2.0 or above may take for a third time a course not previously passed if they obtain the written recommendation of their advisor and the approval of the Provost, who will consult with any professor who has previously taught the course, or with the coordinator of the department in which the course was taught. When a student repeats a course, all previous grades for that course remain on the transcript, but only the most recent grade is used in computing the grade point average.

Grade Point Averages: A student's graduate grade point average is computed on work taken at Virginia Wesleyan, exclusive of undergraduate prerequisite courses. A student's grade point average is calculated by dividing the total number of quality points earned at Virginia Wesleyan by the total number of semester hours attempted at Virginia Wesleyan, including failures and withdrawal failures. A cumulative grade point average cannot be computed by averaging semester grade point averages.

Graduate Academic Standing Policy

Because a 3.0 cumulative graduate grade point average (GPA) is necessary for graduation, a GPA of 3.0 (B) or higher is required to remain in good academic standing, and a GPA below 3.0 is a warning that a student's academic performance falls below acceptable standards. A student with a GPA below 3.0 will be placed on academic probation and has the next 12 credit hours (including courses retaken to improve the GPA) to raise the GPA above 3.0, or they may be dismissed from the program. Students whose GPA falls substantially below 3.0 (see table below) may be suspended or dismissed, at the discretion of the Committee on Academic Standing.

Probation and Suspension Thresholds for Graduate Students who have completed at least 6 graduate semester hours at VWU

Cumulative GPA in Graduate Courses at VWU	Good Academic Standing	Academic Probation	Academic Suspension	Dismissal
3.0 and above	Automatic			
2.60 - 2.99		Automatic		
2.0 - 2.59		Automatic	Possible	
Below 2.0			Automatic	Possible

Students who only take 3 graduate credit hours in their first academic mini-term (i.e., Fall 2, spring 2, summer session 5) are deferred from consideration by the Committee on Academic Standing until the end of the next full semester. However, if their first graduate course grade is a C or lower, they will automatically be placed on academic probation.

Academic Suspension or Dismissal

Academic suspension is for 2 semesters, whereas dismissal is for a period of 5 years. Because graduate programs must be completed within a period of 5 years, students who are dismissed would effectively have to start the graduate program over at that time if they choose to return.

A suspended student may not receive transfer credit for any course work taken at another institution while on suspension unless approved in advance by the Dean of the Global Campus.

Each student is responsible for being aware of his or her own academic standing relative to the University policy and is entitled to appeal the decision of the Academic Standing Committee. Letters of appeal should be directed to the committee chairperson located in the Registrar's Office.

Satisfactory Academic Progress Standard for Financial Aid Eligibility

All continuing students must be making satisfactory academic progress to be considered for financial aid. For Master's Programs, a minimum cumulative GPA of 3.0 is required for Satisfactory Academic Progress (SAP).

At the end of each semester, all students receiving financial aid are evaluated for satisfactory academic progress. Any student who is not maintaining satisfactory progress is automatically placed on probation and e-mailed a warning letter. A student who is not making satisfactory academic progress at the end of a warning period receives a letter indicating termination of financial aid for the following semester.

Students who believe extenuating circumstances led to their unsatisfactory progress may appeal their warning period by writing a letter of appeal to the Financial Aid Committee, c/o the Financial Aid Office. The letter must explain why the student was unable to meet the minimum standards (i.e. illness, death in the immediate family, serious injury) and outline a plan for achieving those standards in the future. The Financial Aid Committee will review the case and notify the student of its decision in a timely manner.

Application for Graduation
Degrees are conferred in May, August, and December. Each candidate for a degree is required to file an Application for Graduation (available in WebAdvisor) according to the following schedule:

Degree Received	December	May	August
Apply for Graduation on WebAdvisor by:	By the end of the final spring semester	Before the beginning of the final fall semester	Before the beginning of the final fall semester
Completion of all Graduation Requirements:	End of fall semester	End of spring semester	End of summer term
Degree Conferral:	December	May	August
Commencement Exercises:	December	May	December

Commencement Exercises
Students are eligible and expected to participate in the first Commencement exercises held after they have completed all graduation requirements.

Transcripts
Transcripts are provided by the Registrar's Office and are issued only upon the written request of the student. All financial obligations to the University must be met prior to the release of a transcript.

A transcript of work completed at any high school or at any college other than Virginia Wesleyan University must be obtained directly from that institution.

All undergraduate courses offered through the VWU Global Campus are online courses. Graduate programs are a mix of online and on-campus programs. Regardless of modality, all courses at Virginia Wesleyan University exist in accordance with the University's core principles of small classes that engage students in an active learning environment. Therefore, the University's online, hybrid, remote, and distance learning options reaffirm its belief in fostering learning that is both intellectually challenging and student driven.

Name Changes
Accuracy in record keeping is of the utmost importance in the Registrar's Office as the staff strives to protect the privacy of students' academic records. Students with name changes should notify the office at once by bringing an original birth certificate, marriage certificate, or court order. Name changes affect only the last name; whereas the first and middle names given at birth remain the same, except in cases of a court-ordered change.

Non-Resident Credit
While a student is enrolled at Virginia Wesleyan, no credit is awarded for courses taken at another college unless the student obtains permission from the Registrar's Office prior to registering for such courses.

Cross Registration
Virginia Wesleyan's membership in the Virginia Tidewater Consortium provides students with opportunities for enriching their educational programs through a process of cross-registration at other institutions of higher education located in Hampton Roads. Subject to available space at another school, Virginia Wesleyan students may cross-register at other member institutions for a course that is not currently available. Students requesting to cross-register for a course at another school must have the written approval of their advisor and the Registrar and be in good academic standing (2.00 GPA). Grades earned through cross-registration become part of the student's grade point average. Complete information covering the conditions of cross-registration is available in the Registrar's Office.

Transient Registration
Virginia Wesleyan students may take courses at other institutions of higher education and transfer the credit in. To do so, they must be in good academic standing, complete an application, and receive the written approval of their advisor and the Registrar prior to registering for any courses at other institutions. Approved credit is accepted for transfer only

when the student has earned a grade of C (2.0) or above. Transfer credit does not affect the student's grade point average at Virginia Wesleyan. Complete information covering the conditions of transient registration is available in the Registrar's Office.

Catalog of Entry
Students who have left the University for a time, have not earned additional credit, and have been readmitted to Virginia Wesleyan may choose to satisfy either the requirements listed in the catalog that was current at the time they first enrolled in the University or the requirements that are in effect at the time of their application for graduation. Students who have left the University and earned additional credit prior to readmission to Virginia Wesleyan must satisfy the requirements listed in the catalog at the time of their application for graduation.

Withdrawal and Readmission to the University
A student who wishes voluntarily to withdraw from the University during a given term is not considered officially withdrawn until they notify the Registrar in writing of this intention and completes an official withdrawal form. Assigned grades of W or WF are determined by the date of withdrawal and the discretion of the professor. Any course registrations for the semester following the withdrawal are deleted. If a student fails to register for two consecutive major semesters by the last date for late registration, he or she is assumed to have withdrawn from the University.

A student who needs to withdraw for medical reasons during a given semester will be required to provide medical documentation and a letter which addresses the following: the specific nature of the illness, the approximate date of the onset of the illness, the date at which the doctor first diagnosed the illness, and how the illness and treatment precluded one's ability to engage in studies.

A student who withdraws and desires to return to the University must reapply to the Office of Enrollment Services for consideration by the Committee on Academic Standing.

A student who has been academically dismissed may apply for readmission once, and only after meeting the criteria as outlined in the Selective Retention Policy.

Microcredentials

Microcredentials provide lasting and transferable value as part of your education at Virginia Wesleyan. As students participate in conferences, complete workshops, and take courses through the VWU Global Campus, they can be awarded a variety of micro-credentials.

Level I Microcredentials	Level II Microcredentials
A Level I Microcredential is earned upon completion of a multi-day, non-credit bearing workshop. No assessment of individual mastery of the skills developed in the workshop is required to receive a Level I Microcredential.	A Level II Microcredential is earned upon completion of a workshop or credit-bearing course as part of the VWU Global Campus. Individual mastery of the skills developed in the workshop will be assessed several times over the duration of the workshop or course.
Analytics Business of Logistics Building Trust, Credibility, and Respect Build Mental Toughness Burnout Prevention and Recovery Coaching Skills for Top Performance Communicate to Lead Communicating Across Generations Disagree Agreeably Effective Communication Environmental Ethics Environmental Policy Analysis Environmental Regulations Executive Leadership Habitat Degradation, Pollution, and Restoration How to Project a Professional Image Humans and the Environment Introduction to Business Analytics Introduction to Project Management Inventory Logistics Leadership: Foundations for Success Leadership, Meetings, and Teams Logistics Leadership Managerial Accounting Mental Health in the Workplace Nuts and Bolts of Leadership Operational Effectiveness Organizational Stress Management People Skills for Managers The Power of Engagement Prioritization, Execution, Tracking Purchasing Logistics Quality Management Resolving Conflict Results-Driven Business Analytics The Rules of Engagement Strategic Planning Train the Trainer Transportation Logistics Value-Stream Mapping and Analysis Warehousing	Building Strong Internal Teams Entrepreneurship 1 Entrepreneurship 2 Entrepreneurship Boot Camp IT Certification Prep Intermediate Excel Introduction to Excel Logistic Supply Chain Management Project Management Essentials Project Management PMP Public Speaking: Skill Mastery Public Speaking: Keynote & Business Development
	Macrocredentials
	Macrocredentials are awarded after earning a specific set of micro-credentials that demonstrate a collective body of skills, knowledge and experience. Once all of the associated badges and micro-credentials have been awarded, the macro-credential will automatically be awarded.
	Business Management Communication Cultural Awareness Entrepreneurship Leadership Logistics Management Microsoft Office Excel Public Speaking Project Management Sustainability

VWU Global Campus Programs	
Undergraduate Programs	**Chair**
Business	Michelle Vachris
Comprehensive Liberal Studies	Loren Loving Marquez
Criminal Justice	Thomas S. Liverman
Environmental Studies	Chris Haley
Management Information Systems	Michelle Vachris
Music Production	Jason Squinobal
Psychology	Taryn Myers
Social Science	Antje Schwennicke
Sociology	Thomas S. Liverman
Sustainability Management	Maynard Schaus
Online Graduate Programs	**Chair**
Master of Arts in Arts Leadership and Nonprofit Management (MA)	Bryson Mortensen
Master of Business Administration (MBA)	Michelle Vachris
Master of Education – Teacher Leadership (MEd)	William McConnell
Master of Arts in Human Services (MA)	Benjamin Dobrin
Master of Environmental Studies (MEnv)	Chris Haley
Master of Applied Psychology (MA)(*pending SACSCOC approval)	Taryn Myers
On campus Graduate Programs	**Chair**
Master of Arts in Education (MAEd)	William McConnell

UNDERGRADUATE PROGRAM REQUIREMENTS

SPECIAL DESIGNATIONS

Undergraduate courses are numbered at the 100, 200, 300, and 400 levels. Traditionally, these levels correspond roughly to the first year, sophomore, junior, and senior sequence of class standings. As a rule, courses numbered at 100 and 200 levels are introductory and have a broad educational utility. Courses numbered at the 300 and 400 levels generally build on previous introductory offerings and have a more specific educational utility.

100	introductory level
200	sophomore level
300	junior level
400	senior level

COURSES

For undergraduate course information, please see the Undergraduate Academic Catalog.

ASSOCIATE OF ARTS

The Associate of Arts in Liberal Arts degree offers a thorough grounding in the liberal arts and is designed especially for students with little or no previous college experience. This program is a cost-effective way to earn an Associate's degree as either a terminal degree or as the first step toward a Bachelor's degree.

Degree Requirements

- Completion of a minimum of 60 credit hours. Up to 32 credit hours may be brought in through transfer credit or credit for prior experience and up to 64 credit hours may be earned in the Associate of Arts in Liberal Arts program prior to transferring to a Baccalaureate program.
- A cumulative grade point average of 2.0.
- Completion of at least 32 credit hours at VWU.

Program Requirements: Associate of Arts in Liberal Arts

COURSE NUMBER AND TITLE	MINIMUM COURSES REQUIRED	SEMESTER HOURS
English Composition: ENG 105: The Art of Writing	One	4
Foreign Language/Cultural Proficiency: Any Foreign Language/Cultural Proficiency course	One	4-12
Wesleyan Seminar I: Any WES 100	One	3-4
Wesleyan Seminar II: Any WES 200	One	3-4
Wesleyan Seminar III: Any WES 300	One	3-4
Arts and Humanities: (Must include at least one creative arts course and one upper-level Humanities course)	Two	6-8
Mathematical Sciences Any Mathematical Science breadth course	One	3-4
Natural Sciences with laboratory: Any Natural Sciences with laboratory breadth course	One	3-4
Social Sciences and Professional Studies: (Must include at least one course in the traditional social sciences)	Two	6-8
Other Elective options: Any course listed above or any other course that is not being used to satisfy another requirement may also be counted as an elective.	Six to nine, depending on credits needed	19-28
HOURS REQUIRED		**60**

Because courses can carry different numbers of credits, course selection by each student will determine the total number of courses required for the degree. To satisfy degree requirements, students must complete the minimum number of courses in each requirement and earn a total of 60 credit hours.

BUSINESS

Mr. Frank Futyma
Dr. Drian Glyde
Dr. Arthur Pantelides
Dr. Michelle Vachris
Dr. Garrett Wood

Through a firm commitment to the liberal arts, global perspectives, and ethical decision-making, the Management, Business, and Economics Department develops leaders committed to creating sustainable social, environmental, and economic value through effective and responsible business practices. The business major combines a practical business education with a commitment to the Principles of Responsible Management Education (PRME) as developed by the United Nations in support of its Global Compact, a framework of universally accepted principles in the areas of human rights, labor, the environment, and anti-corruption. The MBE Department is firmly committed to the interdisciplinary nature of successful management education; thus the business major integrates its core curriculum with allied coursework in a variety of disciplines while providing opportunities for career-based specialization through coursework and internships. It prepares graduates with the skills, knowledge, and attitudes necessary to manage society's rapidly changing institutions both efficiently and humanely. VWU offers all of the courses required to sit for the CPA (Certified Public Accountant) and for the CMA (Certified Management Accountant) examinations on graduation. Moreover, the interdisciplinary nature of the program provides solid preparation for a wide variety of graduate degree programs.

Major Requirements: Business

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 201: Introductory Macroeconomics	3
MBE 202: Introductory Microeconomics	3
MBE 203: Accounting I	3
MBE 204: Accounting II	3
ISP 101: Fundamentals of Information Systems	3
MBE 301: Principles of Management: A Project Approach	3
MBE 316: Marketing Principles	3
MBE 322: Financial Management	3
MBE 400: Seminar in Managerial Ethics	3
MBE 406: Senior Seminar: Management Strategy	3
HOURS REQUIRED FOR CORE CLASSES:	**30**
ADDITIONAL REQUIRED COURSES (See advisor):	
Statistics / One of the following: MATH 210: Introductory Statistics MATH 310: Statistical Models	4
Environment/One of the following: (Allied Environmental lab courses also satisfy General Education lab requirement) BIO 150: Intro to Marine Ecology BIO 435: Tropical Ecology EES 132: Environmental Geology without Lab EES 133: Environmental Geology with Lab EES 200: Oceanography EES 210: Meteorology EES 250: Field Experiences in Earth & Environmental Sciences EES 320: Energy and the Environment	4

ENG 306: Ecopoetry ENG 410: Environmental Writings ENVS 106: Humans, the Environment, and Sustainability ENVS 107: Environmental Biology ENVS 304: Environmental Ethics ENVS 306: Ecopoetry ENVS 326: Environmental Policy Analysis ENVS 410: Environmental Writings HON 110: Complex Global Challenge MBE 207: Economics and the Environment PHIL 304: Environmental Ethics POLS 326: Environmental Policy Analysis	
ADDITIONAL RECOMMENDED COURSES (See advisor before selecting): SOC 100: Introductory Sociology PSY 101: Introductory Psychology MC 222: Public Speaking MC 325: Organizational Communication	
HOURS REQUIRED FOR ALLIED CLASSES:	**8**
Seniors Complete One of the Following in order to Graduate:	
Senior Synthesis A: Course Concentration (6) MBE 300/400 Elective (3) MBE 300/400 Elective or other 300/400 elective as approved by advisor or department (3)	
TOTAL HOURS REQUIRED:	**44**

Minor Requirements: Business

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 101: Introduction to Business	3
One of the following: MBE 201: Introductory Macroeconomics MBE 202: Introductory Microeconomics	3
MBE 203: Accounting I	3
One of the following: MBE 301: Principles of Management: A Project Approach MBE 316: Marketing Principles	3
One additional MBE Course at 300 or 400 level	3
TOTAL HOURS REQUIRED:	15

Certificate Program in Supply Chain Management & Logistics

Home of one of the largest commercial ports on the East Coast, Hampton Roads provides ample opportunities for business students as well as professionals to secure internships and jobs in the areas of transportation, manufacturing, distribution and numerous other allied fields. Virginia Wesleyan University is also one of the few educational institutions in the area enjoying membership in the Virginia Maritime Association. A certificate in Supply Chain Management and Logistics is designed to help students develop the skills needed to become successful in this existing and dynamic field.

An Associate's Degree in Business from a regionally accredited college or university, or 60 credit hours to include Accounting I, Accounting II, Macroeconomics, Microeconomics, and Statistics (or Precalculus) are required for admission into this certificate program. Contact the Office of Enrollment Services for additional information.

Certificate Requirements: Supply Chain Management & Logistics

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 301: Principles of Management: A Project Approach	3
MBE 350: Supply Chain Management and Logistics	3
MBE 360: Operations Management	3
MBE 389: Field Experience in Management	3
One of the following: MBE 306: Business Law MBE 333: International Business MBE 490: Independent Study in Management	3
TOTAL CREDIT HOURS:	**15**

COMPREHENSIVE LIBERAL STUDIES

Dr. Loren Loving Marquez

The Comprehensive Liberal Studies major (CLS) offers students the opportunity to design an individual program of study that reflects the interdisciplinary nature of the liberal arts. Unlike the departmental majors, this major allows students to create a unique major that integrates studies in all four academic schools of the University in a coherent program with a clear intellectual focus.

The major consists of 44 semester hours chosen from courses in four academic schools of the student's choosing. Please note that whichever of the four schools the student chooses to use for their contract, they must include a Lab Science Course. Each student's program must adhere to the following guidelines:

- Sixteen semester hours must be taken in each of two academic schools, while 12 semester hours must be taken in a third academic school.
- At least 24 of the 44 total semester hours in the major must be taken at the 300/400 level. These 24 upper-level semester hours must be distributed across at least two academic schools.
- No more than half of the semester hours from courses in any one school may be taken in the same department or discipline.
- One interdisciplinary course designated INST may be included in the major and counted either as a humanities or social sciences course. An INST course may not be counted in the major as a natural sciences and mathematics course.
- At least one laboratory science course must be included as part of the major. If the student is not using the Brock School of Natural Sciences and Mathematics as one of the four schools listed on their contract, they may list the laboratory science course as falling under any one of the four schools of their choosing for the purposes of their contract, counting the four credits they obtain from their laboratory science course toward the total number of credits required for the academic school under which the class is listed.
- English and foreign language courses taken to satisfy core requirements in the Program of General Education may not be included in the major, but courses satisfying other General Education requirements may be included.
- A 2.5 grade point average in all courses included in the CLS is required for graduation.

A student wishing to declare the CLS major must file a Declaration of Major form with the Office of the Registrar at least two semesters before graduation, summer not counting as a semester. In addition, a contract outlining the plan of study must be worked out in close consultation with an academic advisor, who may be a full-time faculty member from any one of the four academic schools declared in the contract. This contract must include (1) a list of the courses the student plans to take and include in the proposed CLS major; and (2) an essay explaining the student's goals and reasons for choosing the CLS major and articulating a unifying theme that will define and give clear direction to the major; and (3) a statement identifying courses that will be used to fulfill the university's requirements for oral communication competence computer proficiency and showing how those courses will fulfill these requirements.

The contract must be approved by the student's faculty advisor and by the Director of the CLS major, who sign the completed contract, which is kept on file by the advisor. The contract may be renegotiated if the courses listed become unavailable, but any changes must be approved by the student, the advisor and the CLS director.

Students completing the CLS course of study are required to write a reflective essay, to be composed and approved by the CLS director during the final semester of attendance at VWU. The essay will review the goals and unifying intellectual theme of the major as stated in the declaration essay and will explore in some detail how the goals and themes of the major have been realized.

Finally, students must submit the final written project for their WES 300 seminar, whether or not this class is counted toward the CLS major, for the purposes of assessment.

CRIMINAL JUSTICE

Dr. Thomas F. Brown
Mr. Thomas Scott Liverman
Dr. Kathy S. Stolley
Dr. Jeffrey Toussaint

Criminal justice is a wide-ranging field that is primarily concerned with understanding the origins, nature and consequences of criminal behavior and of societal reactions to crime. As a profession it focuses on careers directly related to social institutions of law, law enforcement, and the legal system. Students find that the criminal justice program offers a core of basic and allied courses which provides a practical liberal arts perspective of this growing field with an emphasis on critical analysis.

Major Requirements: Criminal Justice

COURSE NUMBER AND TITLE	SEMESTER HOURS
CJ 100: Introduction to Criminal Justice	4
CJ 301: Criminology	4
CJ 350: Introduction to Social Research	4
CJ 387: Criminal Law	4
CJ 488: Senior Capstone	4
Choose **six** additional courses at any level, including one or two from allied courses: CJ 210, 215, 222, 250, 260, 266, 290, 300, 310, 340, 348, 360, 385, 388, 389, 393, 400, 418, 420, 460, 480	24
Internship (Optional) CJ 483: Internship Preparation (2) **AND** CJ 484: Internship in Sociology & Criminal Justice	(10)
Two Allied Courses Below (see advisor): ART 208: Photography I MC 222: Public Speaking CHEM (any course) CS (any course) MATH 210: Statistics MBE 203: Accounting I MBE 204: Accounting II MBE 216: Taxation POLS 371: Constitutional Law I: The Federal System POLS 372: Constitutional Law II: Substantive Rights PSY 350: Psychology & the Law SOC 270: Social Problems SOC 227: Social Psychology SOC 353: Applied Sociology SPAN 307: Topics in Advanced Conversation & Composition SW 384: Drugs of Abuse SW 385: Substance Abuse & Chemical Dependency	
TOTAL HOURS REQUIRED:	**44 (w/out internship)**

ENVIRONMENTAL STUDIES

Dr. Steven M. Emmanuel
Dr. J. Christopher Haley
Dr. Elizabeth Malcolm
Dr. Annika Quick

The environmental studies major is designed to teach students how to understand their physical and social environments as the intersection of a variety of overlapping forces, including constraints of biology and climate, as well as the influence of law and public policy, literature and philosophy. The major prepares students for a variety of careers in such diverse fields as law, public policy, scientific research, environmental literature, and teaching. As the major draws upon courses from across all four academic schools of the university, the skills and knowledge imparted to students are correspondingly broad, yet centered around an abiding concern with the environment.

In addition to practicing scientific, social science, and humanities approaches to the study of the environment, students will learn to understand the interrelationships among science, society, technology, culture, and nature. Through an interdisciplinary approach, the major prepares students to recognize and address such challenges as resource depletion, habitat loss, environmental degradation, pollution, and loss of biodiversity, with the ultimate goal of fostering a sustainable human society.

Major Requirements: Environmental Studies

COURSE NUMBER AND TITLE	SEMESTER HOURS
ENVS 106: Humans, the Environment, & Sustainability	4
MBE 201: Introductory Macroeconomics MBE 202: Introductory Microeconomics	8
PHIL/ENVS 304: Environmental Ethics	4
POLS/ENVS 326: Environmental Policy Analysis	4
PHIL 399: Environmental Justice	4
Choose TWO from the following courses: EES 133: Environmental Geology with lab EES 200: Oceanography ENVS 107: Environmental Biology BIO 150: Introduction to Marine Biology	8
Choose TWO from the following courses: EES 300: Introduction to Geographic Information Systems EES 320: Energy and the Environment EES 410: Physical Hydrology	7-8
Take four credits from the following: EES 470: Internship in the Natural Sciences (must take twice) OR Study away course on the environment approved by advisor.	4
Choose One of the Following: ENVS 420: Topics in Sustainability ENG/ENVS 306: Ecopoetry MATH 210: Introductory Statistics Additional EED course at 300/400 level	4
TOTAL CREDIT HOURS:	**47-48**

Students may NOT double major in ENVS and Sustainability Management, due to the modest degree of overlap between the two.

Minor Requirements: Environmental Studies

COURSE NUMBER AND TITLE	SEMESTER HOURS
Choose Three from the following courses: ENVS 106: Humans, the Environment & Sustainability PHIL/ENVS 304: Environmental Ethics ENG/ENVS 306: Ecopoetry POLS/ENVS 326: Environmental Policy Analysis PHIL/ENVS 399: Environmental Justice ENVS 420: Topics in Sustainability	12
Choose One of the Following: BIO 130: Principles of Biology I EES 133: Environmental Geology with lab EES 200: Oceanography EES 210: Meteorology EES 250: Field Experiences in Earth and Environment Sciences EES 270: Environmental Chemistry	4
Choose One of the Following: BIO 316: General Ecology BIO 319: Field Studies in Coastal Environments BIO 320: Ornithology BIO 330: Urban Ecology BIO 333: Conservation Biology BIO 340: Tropical Marine Ecology BIO 355: Marine Ecology BIO 375: Topics in Tropical Biology BIO 475: Natural and Social History of the Chesapeake Bay BIO 489: Research in the Natural Sciences EES 300: Introduction to Geographic Information Systems EES 320: Energy and the Environment EES 330: Advanced Topics in Geology EES 340: Climatology EES 410: Physical Hydrology EES 450: Biogeochemistry EES 489: Research in the Natural Sciences	4
TOTAL CREDIT HOURS:	**20**

MANAGEMENT INFORMATION SYSTEMS

Mr. Frank Futyma
Dr. Drian Glyde
Dr. Arthur Pantelides
Dr. Michelle Vachris
Dr. Garrett Wood

The Management Information Systems Program is designed for individuals who seek to develop knowledge and skills that will allow them to work in environments that integrate business, organizational, and technical aspects of computer information systems. Students who graduate from the program may pursue careers in data analytics, computer user support, Internet technologies and applications and other related fields.

Major Requirements: Management Information Systems

COURSE NUMBER AND TITLE	SEMESTER HOURS
ISP 101: Fundamentals of Information Systems	3
ISP 105: Spreadsheet Software (EXCEL)	3
CS 202: Introduction to Object Oriented and Java Programming	3
MBE 201: Introductory Macroeconomics	3
MBE 203: Accounting I	3
MATH 210: Introductory Statistics	4
ISP 205: Database Management Systems (ACCESS)	3
EES 300: Introduction to Geographic Information Systems	3
MBE 301: Principles of Management: A Project Approach	3
MBE 335: Accounting Information Systems	3
MBE 360: Operations Management	3
ISP 400: Project Management for IS	3
ISP 405: Management Information Systems	3
ISP 406: Information Systems Development and Design	3
TOTAL CREDIT HOURS:	**44**

MUSIC PRODUCTION

Dr. Bryson Mortensen
Dr. Jason Squinobal

The Bachelor of Arts in Digital Music is designed to give students a strong foundation in musicianship (including both music theory and ear training), piano skills, and popular music structure as they prepare for careers in music production. Students will then develop an understanding of sound production, MIDI sequencing, and sound recording.

Major Requirements: Music Production

COURSE NUMBER AND TITLE	SEMESTER HOURS
Piano Skills Core: APMU 243: Keyboard Harmony I APMU 244: Keyboard Harmony II	6
Musicianship and History: MUS 101: Basic Musicianship I MUS 102: Basic Musicianship II MUS 225: Intermediate Musicianship I MUS 226: Intermediate Musicianship II MUS 325: Advanced Musicianship I	15
Music History Core: MUS 318: Great Works: Classical Music MUS 318: Great Works: Popular Music	6
Digital Music Courses: MUS 254: Introduction to Music Production MUS 355: Intermediate Music Production MUS 356: Advanced Music Production	9
Capstone: MUS 456: Digital Music Capstone	3
TOTAL CREDIT HOURS:	**39**

PSYCHOLOGY

Dr. Robert Ariel
Dr. Craig C. Jackson
Dr. Katherine Harrington
Dr. Gabriela A. Martorell
Dr. Taryn A. Myers

As an interdisciplinary subject, historically related to philosophy and biology, psychology is well suited as a major for students seeking a diversified education that will advance their understanding of themselves and others. The Psychology Department offers both B.A. and B.S. degree options featuring a diversified curriculum designed to prepare students to enter a field of professional psychology requiring masters- or doctoral-level training or successfully compete for post-baccalaureate jobs requiring content-specific psychological knowledge and skills. Along with a variety of courses within core content areas from which to choose, both degree paths feature coursework aimed at providing instruction and experiences aimed at fostering scientific inquiry and critical thinking, ethical and social responsibility, communication, and professionalism.

The Psychology Major as Preparation for Healthcare Professions
Students planning to enter schools of medicine, dentistry, or other healthcare fields after college can major in psychology and still have time to take essential courses in the natural sciences. Practitioners who can consider the psychological factors that contribute to their patients' complaints and reactions to treatment often find that having this perspective improves their diagnostic and therapeutic effectiveness. The university's pre-medical advisor can describe how this curricular integration can be achieved through careful planning.

Major Requirements: Psychology (B.A.)

	COURSE NUMBER AND TITLE	SEMESTER HOURS
Psychology Core	PSY 101: Introduction to Psychology I	4
	PSY 102: Introduction to Psychology II	4
	PSY 202: Scientific Literacy in Psychology	4
	PSY 495: Ethics and Professional Issues	4
Developmental Psychology	**Select one of the following:** PSY 205: Lifespan Development PSY 373: Child Development	4
Applied Psychology	**Select one of the following:** PSY 321: Industrial/Organizational Psychology PSY 350: Psychology & the Law	4
Biological Foundations of Psychology	**Select one of the following:** PSY 313: Clinical Neuropsychology PSY 388: Cognition	4
Social and Theoretical Foundations of Psychology	**Select one of the following:** PSY 362: Theories of Motivation PSY 477: History & Systems of Modern Psychology	4
Diversity	**Select one of the following:** PSY 351: Psychology of Gender SW 251: Diversity & Problems in Social Work SOC 235: Diversity & Society	4
	Two additional PSY courses at the 300/400 level	8
	TOTAL HOURS REQUIRED:	**44**

SOCIAL SCIENCE

Dr. Antje Schwennicke

The Social Science (SOSCI) Major enables students to achieve depth as well as breadth through studies across the spectrum of the social sciences. By engaging in interdisciplinary studies of human behavior, social systems, and their social science interaction, students prepare for successful personal and professional lives.

Depth is provided by a Primary Concentration of courses within the Birdsong School of Social Science or the D. Henry Watts School of Professional Studies. Students will select a Primary Concentration from fields such as Business, Criminal Justice, Education, History, Political Science, Psychology, Recreation and Leisure Services, Social Welfare, and Sociology. Plans of study for completing the Primary Concentration are given below.

Breadth is achieved by selecting Secondary Concentrations from two other fields. Integration of these two fields with the Primary Concentration is promoted through the completion of an individualized program of study developed in SOSCI 200, a required introductory course which culminates with an approved Declaration of Major. Students should take SOSCI 200 in their first semester in the major, or as soon as possible.

A student wishing to declare the Social Science Major must file a Declaration of Major form with the Registrar's Office at least three semesters before graduation, summer not counting as a semester. During the final semester of study, a student will typically complete SOSCI 400, a required capstone course which provides a framework for undergraduate research within a seminar that promotes reflection on learning outcomes and on future studies, professional development, and personal goals following graduation.

Primary Concentration: Business (Online/EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 101: Introduction to Business	4
MBE 301: Principles of Management: A Project Approach	4
MBE 316: Marketing Principles*	4
MBE 315: Managing Diversity in Organizations	4
MBE 400: Seminar in Managerial Ethics	4
TOTAL HOURS REQUIRED:	**20**

**Some courses may have prerequisites. See individual course descriptions. *Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. At least sixteen hours must be at the 300/400 level.*

Primary Concentration: Criminal Justice (Online/EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
CJ 100: Introduction to Criminal Justice	4
CJ 301: Criminology	4
CJ 350: Introduction to Social Research	4
CJ 387: Criminal Law	4
CJ 488: Senior Capstone	4
TOTAL HOURS REQUIRED:	**20**

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. At least sixteen hours must be at the 300/400 level.*

Primary Concentration: History (EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
HIST 260: Historical Thinking	4
HIST 317: History of Virginia	4
HIST 323: Tudor England	4
HIST 351: Topics in World History	4
HIST 433: Globalization and Empire in American History	4
TOTAL HOURS REQUIRED:	**20**

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. At least sixteen hours must be at the 300/400 level.*

Primary Concentration: Political Science (EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
POLS 239: American Political Thought	4
POLS 335: American Government	4
POLS 343: Public Administration	4
POLS 348: International Human Rights	4
POLS 373: Conflict Management	4
TOTAL HOURS REQUIRED:	**20**

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. At least sixteen hours must be at the 300/400 level.*

Primary Concentration: Psychology (Online/EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
PSY 205: Lifespan Development	4
PSY 313: Clinical Neuropsychology	4
PSY 321: Industrial/Organizational Psychology	4
PSY 373: Child Development	4
PSY 388: Cognition	4
TOTAL HOURS REQUIRED:	**20**

**PSY 101 or 102 is required prerequisite. They can be included as lower social science electives. *Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. At least sixteen hours must be at the 300/400 level.*

Primary Concentration: Social Welfare (Online)

COURSE NUMBER AND TITLE	SEMESTER HOURS
SW 201: Introduction to Social Work	4
SW 302: Planning, Administration, & Legislation	4
SW 336: Human Growth & Development: Life Course Approach	4
SW 400: Social Work Methods with Groups & Communities	4
SW 450: Research Methods in Social Work	4
TOTAL HOURS REQUIRED:	**20**

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. *At least sixteen hours must be at the 300/400 level.*

Primary Concentration: Sociology (EWP)

COURSE NUMBER AND TITLE	SEMESTER HOURS
SOC 100: Introduction to Sociology	4
SOC 345: Foundations of Sociology	4
SOC 350: Introduction to Social Research	4
SOC 353: Applied Sociology	4
SOC 488: Senior Capstone	4
TOTAL HOURS REQUIRED:	**20**

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. *At least sixteen hours must be at the 300/400 level.*

SOSCI Majors must choose TWO Secondary Concentrations from the choices below:

Secondary Concentrations	SEMESTER HOURS
Requires 8 hours each at the 300/400 level from TWO of the following disciplines: Business Criminal Justice History Political Science Psychology Social Work Sociology	16 (8 hours per unique discipline)
Take at least one course designated as a "research course." This course may be taken in either the primary or secondary concentration. Research courses include: SW 450; HIST 314, 325, 347, 352, 353, 412, 417, 418, 426, 428, 433, 460; INST 482; MBE 334; POLS 265; PSY 210; SOC/CJ 350; SOC 345, 351, 480. Prerequisites or consent may be required to register for some of these courses.	4
Additional Required Courses: SOSCI 200: Integrated Learning in Social Science SOSCI 400: Senior Seminar: Social Science Social Science Electives (any level/any social science discipline)	10

**Alternative course work must be approved by faculty advisor. *A total of 20 semester hours in primary discipline required. *At least sixteen hours must be at the 300/400 level.*

SOCIOLOGY

Dr. Thomas F. Brown
Mr. Thomas Scott Liverman
Dr. Kathy S. Stolley
Dr. Jeffrey Toussaint

The Sociology program provides real-life occasions and intellectual resources that can help students understand the social and cultural dimensions of human behavior. By focusing on the concepts, theories and techniques of inquiry employed by sociologists, the Department hopes to foster the sociological perspective. The department offers a major in sociology and provides a great number of courses that serve other major programs and the general goals of a liberal arts education.

Major Requirements: Sociology

COURSE NUMBER AND TITLE	SEMESTER HOURS
SOC 100: Introduction to Sociology **- OR -** SOC 270: Social Problems*	4
SOC 345 Foundations of Sociology	4
SOC 350: Introduction to Social Research	4
SOC 353: Applied Sociology* **- OR -** SOC 480: Senior Research Project	4
SOC 488: Senior Capstone	4
Two additional SOC courses at the 300/400 level	8
Three additional courses at any level, including one or two from the allied course list	12
SOC electives: SOC 110, 215, 227, 237, 251, 303, 308, 311, 336, 351, 360, 400, 418, 460. *Students seeking an applied emphasis should consider taking these courses.	
Internship (optional): SOC 483: Internship Preparation **- AND -** SOC 484: Internship in Sociology	(10)
Suggested Allied Courses (see advisor): ENVS 106: Humans, the Environment & Sustainability INST 123: Service Learning in Hampton Roads INST 124: Service Learning and Issues of Civic Engagement in Hampton Roads GEOG 112: Cultural Geography **- OR -** GEOG 113: Human Geography SW 361: Human Sexuality SW 402: Women on the Brink HIST 366: Holocaust MATH 210: Introductory Statistics **- OR -** MATH 310: Statistical Models PHIL 272/372:Beyond the Western Tradition **- OR -** PHIL 292/392: Alternative Futures POLS 103: Global Realities **- OR -** POLS 353: Globalization & its Discontents PSY 227: Social Psychology RELST 116: World Religions RELST 140: Religion in American Culture **- OR -** RELST 250: Religion & Popular Culture SPAN 210: Hispanic Myths/Rituals **- OR -** SPAN 265: U.S. Latino Culture TH 375: Images of Women in Theatre & Film	
TOTAL HOURS REQUIRED:	**40 (w/out internship)**

This list is merely suggestive and is up-dated regularly. Students should consult their advisors and choose allied courses suited to their academic and career interests.

SUSTAINABILITY MANAGEMENT

Dr. Maynard Schaus

The Sustainability Management major prepares students to utilize their knowledge of the functional areas of business and management to help organizations both adopt and achieve the goals of environmental sustainability and social responsibility. The major employs a multi-disciplinary approach whereby students will learn not only the scientific principles undergirding sustainable business practices but also the philosophical underpinnings of the global need for sustainability and the various regulatory approaches for achieving it. In addition to significant coursework in a variety of academic disciplines, students will synthesize their studies through a senior-level experience entailing either further coursework with an internship or a sustainability-focused study away experience.

Major Requirements: B.A. in Sustainability Management

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 201: Introductory Macroeconomics MBE 202: Introductory Microeconomics	6
Choose one of the following: EES 133: Environmental Geology ENVS 106: Humans, the Environment, and Sustainability ENVS 107: Environmental Biology	4
MBE 203: Accounting I	3
MATH 210: Introductory Statistics	4
MBE 301: Principles of Management	3
ENVS/PHIL 304: Environmental Ethics OR PHIL 399: Environmental Justice	4
EES 320: Energy and the Environment	4
POLS 326: Environmental Policy Analysis	4
Choose two of the following: MBE 306: Business Law MBE 332: Economic Development MBE 333: International Business MBE 348: Social Marketing Management MBE 350: Supply Chain Management & Logistics MBE 360: Operations Management	6
Choose one of the following: EES 300: Introduction to Geographic Information Systems EES 340: Climatology EES 410: Physical Hydrology	3-4
ENVS 470: Internship	4
ENVS 420: Topics in Sustainability	4
TOTAL HOURS REQUIRED:	**49-50**

Students may NOT double major in Sustainability Management and ENVS, due to the modest degree of overlap between the two.

GRADUATE PROGRAM REQUIREMENTS

SPECIAL DESIGNATIONS

Graduate courses are numbered at the 500 and 600 levels. 500 and 600 level courses focus on expanding student knowledge with their particular discipline and students engage in research projects and/or professional practice and training.

COURSES

For undergraduate course information, please see the Undergraduate Academic Catalog.

MASTER OF ARTS IN ARTS LEADERSHIP AND NONPROFIT MANAGEMENT (M.A.)

Dr. Travis Malone
Dr. Bryson Mortensen

The Master of Arts in Arts Leadership and Nonprofit Management is a 30-credit degree program available in an online asynchronous format that is designed to prepare students for engaging careers in arts and nonprofit administration by giving them an understanding of the foundational principles of leadership and management while applying that theory in practical situations with leading arts and nonprofit organizations. The program is well-suited for students who are already employed in the nonprofit arts organizations and students who aspire to professional careers in arts administration. The program will help students expand their skills and understanding of ethical, effective, and dynamic leadership and the application of those skills in professional arts organizations.

Students will develop a deep understanding of the core functions of arts leadership as it affects audience/artist engagement, curation, operations, and governance. Students will observe through research and hands-on experiences, first-hand how those core functions guide the work of arts organizations. Students will analyze trends in the arts and their effect on non-profit organizations, preparing them to be leaders in the arts as they work to develop sustainable and meaningful cultural experiences for audiences.

Degree Requirements: Master of Arts in Arts Leadership and Nonprofit Management

COURSE NUMBER AND TITLE	SEMESTER HOURS
ALNM 510: Leadership and Governance in the Arts	3
ALNM 520: Nonprofit Organizations and Management	3
ALNM 530: Fundraising and Donor Management	3
ALNM 540: Contemporary Issues in Audience Development	3
ALNM 550: Human Resources and Venue Management	3
Take four of the following Courses: MBE 500: Accounting Information and Management Decisions MBE: 520: Ethical Management in a Global Environment MBE 530: Marketing Management MBE 561: Applied Leadership Theory MBE 570: Organizational Psychology and Behavior MBE 581: Negotiations EDUC 681: Professional Collaborations for Advanced Leadership EDUC 682: Educational Leaders and Change Agents	12
ALNM 660: Nonprofit Management Practicum (must be taken multiple times to earn 3 credits)	3
	30

GRADUATE ARTS LEADERSHIP AND NONPROFIT MANAGEMENT COURSES (ALNM)

510: Leadership and Governance in the Arts
This course provides a foundation for understanding the role of an arts leader and the role of arts organizations and nonprofit organizations in the community that they serve. Major trends will be identified and discussed.

520: Nonprofit Organizations and Management
This course explores the connection between an organization's values, mission, and product and the community. Topics of discussion will include understanding the values of the organization, developing a mission, values-based management, identifying community needs, developing strategic plans, and developing strategies to achieve those plans.

530: Fundraising and Donor Management
Students will develop a broad understanding of the common fundraising methods and donor development processes used by nonprofit arts organizations to generate funds. Topics of discussion will include grant writing, direct mail, developing relationships with donors, expanding donor giving, and budgeting with donors and fundraising in mind. Students will practice and establish facility with developing fundraising events and grant proposals.

540: Contemporary Issues in Audience Development
Students will develop a broad understanding of factors that influence the audiences of nonprofit and arts organizations. Students will explore through theory and case studies how to develop strategies and programming to address issues in communities. Topics covered include: data and demographic analysis; the arts as advocates for social justice; responding to issues of diversity, equity, and inclusion; educational programming for arts and social equity.

550: Human Resources and Venue Management
This course helps students understand the various competing interests and principles that are necessary to be successful as leaders in the arts and nonprofit organizations. Students will understand and articulate all of the roles of successful arts leaders, from mission and principles, to managing human resources and financial resources.

660: Nonprofit Management Practicum
This course provides an overview of the direct methods of leadership, project management, and nonprofit management through opportunities to observe and practice discipline specific methods using experiential learning, video recorded interviews, and written assignments. The practicum experience is the experiential component of the Master's in Arts Leadership and Nonprofit Management.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Dr. Drian Glyde
Dr. Arthur Pantelides
Dr. Michelle Vachris
Dr. Garrett Wood

First, the program combines a practical business education with a commitment to the Principles of Responsible Management Education (PRME) as developed by the United Nations to support its Global Compact (https://www.unglobalcompact.org/take-action/action/management-education). As the first small liberal arts college in the nation to sign the Global Compact, Virginia Wesleyan College takes pride in offering a course of study which embraces and promotes ethical business practices in such areas as human rights, labor, the environment, and anti-corruption.

Second, the program provides students with the skills and knowledge to function well in a global economy which is increasingly characterized by integrative, quickly changing market forces and business functions. In keeping with the PRME guidelines for best practices in management education (http://www.unprme.org/about-prme/the-six-principles.php), the program incorporates a long-term, holistic systems approach with a pedagogy which emphasizes research, encourages partnerships, and spurs "dialogue and debate among students, business, government, consumers,…and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability."

Third, the program equips leaders with a clear knowledge of advanced management practices which incorporate traditional frameworks from accounting, economics, and social sciences to make realistic and financially rewarding decisions in areas such as supply chain management, marketing, and strategic planning, Thus, students not only understand the roles of environmental sustainability and social responsibility but are grounded in practical business practices that promote profitability via the use of tools such as the triple bottom line.

Fourth, since the need for ethical practices in global commerce demands innovative and integrative systems, a recurring theme throughout the program is creating and supporting sustainable supply chain systems. From raw materials through manufacturing, distributing, and repurposing or recycling, students explore functional areas such as inventory management, transportation, and "green" practices in supply chain management.

To provide this unique approach to business education for a worldwide audience, the Department of Management, Business, and Economics provides its complete ten-course program through participative online learning experiences. The courses will be delivered by full-time faculty in collaboration with highly qualified industry adjuncts who bring exceptional expertise and experience in vital areas. Students may enroll on either a full-time or a part-time basis. Courses are taught in traditional semester-long terms to promote student learning, and the course of study can be completed within sixteen months.

Degree Requirements: Master of Business Administration

COURSE NUMBER AND TITLE	SEMESTER HOURS
MBE 500: Accounting Information and Management Systems	3
MBE 510: Operations Management and Decision Making	3
MBE 520: Ethical Management in a Global Environment	3
MBE 530: Marketing Management: Analysis, Planning, and Control	3
MBE 540: Managerial Economic Analysis	3
MBE 550: Managerial Finance	3
MBE 561: Applied Leadership Theory- A Case Study Approach	3
MBE 570: Organizational Psychology and Behavior	3
MBE 581: Negotiations	3
MBE 590: Advanced Strategy and Policy Integration	3
TOTAL CREDIT HOURS:	30

GRADUATE MANAGEMENT, BUSINESS, AND ECONOMICS COURSES (MBE)

500 Accounting Information and Management Decisions (3)
Examines the ways managers use accounting information to improve performance. Topics include accounting reports for management, alternative approaches to ascertaining costs, alternate approaches to setting prices, and performance evaluations.

510 Operations Management and Decision Making (3)
Explores the strategies and skills needed to develop technologically driven, sustainable, operating systems in a global environment incorporating strategic decision-making models. Topics include forecasting and demand planning, inventory management, materials resource planning, lean operating systems, quality control, process design, layout planning, and operations strategy.

520 Ethical Management in a Global Environment (3)
Explores management responses to globalization trends that are reshaping political, economic, and socio-cultural values. Examines potential ethical dilemmas managers may face and uses tools such as the Balanced Report Card, Triple Bottom Line Accounting, and case studies to provide practical solutions that promote human rights, improve labor conditions, and reduce negative environmental impacts as well as promote profitable business operations.

530 Marketing Management: Analysis, Planning, and Control (3)
Applies fundamental principles to managerial decision-making in marketing contexts reflecting constantly evolving marketplaces. Topics include brand equity, customer value analysis, database marketing, e-commerce, value networks, supply chain management, segmentation, targeting, positioning, and integrated marketing communications.

540 Managerial Economic Analysis (3)
Applies fundamental macroeconomic analysis to managerial decision-making in market contexts shaped by domestic and international macroeconomic developments. Topics include demand analysis and estimation, forecasting, cost theory, break-even analysis, capital budgeting, hedging, and foreign exchange markets.

550 Managerial Finance (3)
Applies strategic-making techniques to the acquisition and deployment of invested capital at both the firm and departmental levels. Topics include financial marketing, working capital management, financial statement analysis, cash flow and risk analysis, capital structure, financial planning, and multinational finance.

561 Applied Leadership Theory, A Case Study Approach (3)
This course provides students with concepts, theories, tools, and skills relating to the central theme of leadership. The basic objective of the course is to bridge gaps between conceptual theories, popular approaches to leadership, and practical application to real-world business situations through the integral use of advanced case studies.

570 Organizational Behavior and Leadership (3)
Explores how people operate in organizations and how the structure of the organization can affect their performance. Case studies illustrating concepts of human behavior and development in individual, group, and complex organizational settings are used. Different leadership styles and approaches as well as their impact on organizational behavior are examined.

581 Negotiations (3)
This course provides students with concepts, tools, and skills necessary for successfully managing interpersonal, intragroup/intergroup, and higher-order organizational negotiations. It examines conflict and associated multi-level organizational dynamics. Frameworks in diagnosing, assessing, and developing interventions/counteractions in various negotiation situations are presented. The course considers concepts of negotiation in terms of leadership development.

590 Advanced Strategy and Business Policy Integration (3)
Incorporates traditional goal and strategy considerations with strategy formulation, implementation, and evaluation. Strategic techniques include Industry Analysis, Competitor Analysis, Key Success Factors, Strategic Scenario Analysis, and SWOT Analysis. Topics include strategic thinking, competitive advantage, vertical and horizontal integration, and the planning horizon.

MASTER OF EDUCATION - TEACHER LEADERSHIP (MEd)

Dr. Clair Berube
Dr. Rebecca John
Dr. B. Malcolm Lively
Dr. William J. McConnell

The Education Department offers an online Master of Education Degree (M.Ed.) with a concentration in Teacher Leadership designed for licensed teachers who are passionate about teaching and learning and seek to become teacher leaders. Core courses in the program require teachers to take part in reflective and responsive teaching through open-minded reflection on current practices in education with a focus on contemporary reform and education research. Aligned to the National Competencies of Teacher Leadership, the courses within the Teacher Leadership concentration provide educators the tools to become leaders in advocacy, innovation, and to become change agents in their school districts and the educational community at large.

Degree Requirements: Master of Education – Teacher Leadership (M.Ed.)

COURSE NUMBER AND TITLE	SEMESTER HOURS
EDUC 535: Characteristics of and Adaptations for Exceptional Student Populations	3
EDUC 540: Classroom and Behavior Management	3
EDUC 615: Advanced Methods of Instruction	3
EDUC 620: Research Methods in Education	3
EDUC 655: Assessment for Equitable Instruction	3
EDUC 670: Professional Writing in Education	3
EDUC 680: Cultural Competence and Advocacy in Schools	3
EDUC 681: Professional Collaboration for Enhanced Leadership	3
EDUC 682: Educational Leaders as Change Agents	3
EDUC 683: Leadership in Educational Policy	3
TOTAL CREDIT HOURS:	**30**

GRADUATE EDUCATION COURSES (EDUC)

535 Characteristics of & Adaptations for Exceptional Student Populations
Addresses academic and social learning needs of exceptional student populations in diverse classrooms and appropriate interventions to meet these needs. This course prepares teachers to develop differentiated instruction for the individual learning needs of students in PreK-12 classrooms who have disabilities, who are at-risk for school failure, or who are gifted/talented learners, as well as students who are culturally and linguistically diverse.

540 Classroom and Behavior Management
Provides behavior management content and skills that create positive classroom behavioral supports through strategies, effective teacher behaviors, and student assessments and interventions. Candidates reflect on their classroom teaching performance as it relates to evidence-based, practical management skills.

615 Advanced Methods of Instruction
Candidates investigate contemporary instructional research and reform across content areas while reflecting on their own instructional practices. This course challenges students to become self-aware of their instructional strengths and weaknesses and to implement and assess innovative instructional approaches to continuously improve impacts on student learning.

620 Research Methods in Education
Candidates examine and learn the methods and techniques employed in education research. Emphasis is placed on understanding the research literature, which forms the basis of professional education. Course includes considerable study of qualitative methods, and emphasizes selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

655 Assessment for Equitable Instruction
Provides knowledge and skills required to develop and administer valid, reliable, and culturally appropriate assessments for diverse learners. Using a collaborative approach, students will collect, analyze, and interpret various data sets for the continuous improvement of equitable classroom, grade level and school-wide learning contexts. Methods for evaluating programmatic changes and trends will also be addressed.

670 Professional Writing in Education
Candidates will develop their skills in professional writing relevant for applying for grants and writing for professional organizations. Candidates will explore and apply the grant application process and professional publication process to increase their impact and leadership in the field of education.

680 Cultural Competence and Advocacy in Schools
Provides candidates opportunities to reflect on classroom and school practices and address inequity. Candidates will reflect on cultural lenses they carry, develop cultural competence through intentional collaboration, and explore practices that are culturally sustaining for all students. Candidates advocate for trauma-informed pedagogies, culturally sustaining pedagogies, and building resilience and diverse classroom communities.

681 Professional Collaboration for Enhanced Leadership
Candidates explore models of mentoring, instructional coaching, and collaboration to strengthen their skills as instructional leaders in their buildings, districts and in the greater profession. Candidates reflect on and develop their communication and leadership skills through practical application and collaboration in their schools and communities. Focus is on enhancing instruction in their classrooms and schools through collaboration and leadership.

682 Educational Leaders as Change Agents
Candidates develop their leadership within professional and community organizations to innovate and impact the field. Principles of adult learning and motivation will be explored for designing professional development workshops and conference presentations. Candidates will participate in professional organizations and collaborate across community organizations to strengthen student learning.

683 Leadership in Educational Policy
Candidates develop their understanding of how policy is developed, assessed, revised, and implemented across local, state, and national contexts. Candidates explore effective and equitable policy practices including program evaluation. Communication skills are further developed through collaborating with multiple stakeholders regarding policy development and implementation.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

Dr. Clair Berube
Dr. Rebecca John
Dr. B. Malcolm Lively
Dr. William J. McConnell

The Education Department at Virginia Wesleyan University offers coursework leading to a Master of Arts in Education (M.A.Ed.) and to initial licensure with secondary 6-12 endorsement in six content areas and preK-12 endorsement in seven content areas. Candidates in the M.A.Ed. program develop the knowledge, understanding, skills, and dispositions they need to teach effectively in today's diverse and ever-changing classrooms.

The M.A.Ed. Program provides coursework and field experiences leading to initial Virginia teacher licensure. The Program is a unique, field-based course of study that combines theories of learning and pedagogy with meaningful field experiences to help teacher candidates develop a thorough understanding of the issues surrounding teaching and learning. Central to this innovative program is a 2-semester internship in school settings that begins in the fall semester and culminates with a 10-12-week student teaching experience in the spring. Students must enroll in the program on a full-time basis.

Degree Requirements: Master of Arts in Education (M.A.Ed.)

COURSE NUMBER AND TITLE	SEMESTER HOURS
EDUC 510: Current issues in Curriculum, Instruction, & Assessment	3
EDUC 520: Foundations of the Teaching Profession	3
EDUC 530: Cognition and Child and Adolescent Development	3
EDUC 535: Characteristics of and Adaptions for Exceptional Student Populations	3
EDUC 540: Classroom and Behavior Management	3
EDUC 550: Content Reading and Writing Across the Curriculum	3
EDUC 610: Methods, Media, and Materials for Secondary Education*	3
EDUC 611: Internship in Secondary Education	1
EDUC 620: Research Methods in Education	3
EDUC 621: Collaboration with Families, Communities, and School Personnel **	2
EDUC 625: Creating a Culture of Evidence-based Learning	2
EDUC 690: Internship in Supervised Teaching	8
EDUC 691: Internship Seminar	2
Emergency First Aid, CPR, & AED Certification or Training must be completed before registering for final Spring Semester.	
Praxis™ Subject Area Assessment *must be passed by October 15 of the fall semester before registering for final Spring Semester*	
Complete required non-credit module in Child Abuse and Neglect Recognition and Intervention Training for Virginia Licensure	
Complete required non-credit module on Behavior Intervention and Support Training in EDUC 540 for Virginia Licensure	
Complete required non-credit module on Dyslexia Awareness Training in EDUC 550 for Virginia Licensure	
TOTAL CREDIT HOURS:	**39**

***Secondary History and Social Sciences candidates complete required non-credit State and Local Government Module for Licensure**
****Offered in January Term**

GRADUATE EDUCATION COURSES (EDUC)

510 Current Issues in Curriculum, Instruction, & Assessment (3)
Course focuses on important Issues in designing, implementing, and managing school curricula. Candidates learn to collaborate with colleagues and stakeholders to design standards-based curricula reflecting best practices in culturally diverse and differentiated classrooms. Teaching/learning models that promote critical and creative thinking and metacognition are employed to help candidates become reflective practitioners.

520 Foundations of the Teaching Profession (3)
Course invites candidates to explore the historical, philosophical, cultural, and educational and social context of schools in our diverse society, culminating in the development of a personal philosophy of education. Candidates focus on interdisciplinary perspectives on educational and social issues to guide reflective, professional practice.

530 Cognition and Child and Adolescent Development (3)
Course examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational, developmental, and cognitive psychology contribute to enhancing teaching and learning.

535 Characteristics of & Adaptations for Exceptional Student Populations (3)
Addresses academic and social learning needs of exceptional student populations in secondary level classrooms and appropriate interventions to meet these needs. This course prepares secondary education teachers to develop differentiated instruction for the individual learning needs of students in secondary and PreK-12 classrooms who have disabilities, who are at-risk for school failure, or who are gifted/talented learners, as well as students who are culturally and linguistically diverse.

540 Classroom and Behavior Management (3)
Provides behavior management content and skills that create positive classroom behavioral supports through strategies, effective teacher behaviors, and student assessments and interventions. Candidates develop an evidence-based, classroom management philosophy. Field experiences provide authentic classroom on texts for candidates to reflect on implementation of evidence-based, practical management skills related to their philosophy.

550 Content Reading and Writing Across the Curriculum (3)
Candidates will engage in the study of processes related to reading and learning from content area texts and related media, and the instructional practices and tools which best enable content learners to become efficient, independent learners. Candidates will develop an understanding of the roles of reading, writing, speaking, and listening across content disciplines. Reading assessment and instructional strategies for students who have reading difficulties, including dyslexia, will be explored.

610 Methods, Media, & Materials for Secondary Education (3)
An intensive classroom and field-based course designed to provide students with opportunities to develop and apply skills and knowledge about teaching and learning. Guided by University faculty and a public-school mentor, candidates learn appropriate methodologies for teaching diverse learners. Following initial course meetings, candidates will be placed in appropriate sections of this course based on their content area.

611 Internship in Secondary Education (1)
Semester-long course designed to provide prospective secondary and PK-12 teachers with opportunities to experience and reflect on the practices of teaching their content area in school and community settings. [Fall semester; middle school placement 6-12, elementary for PK-12]

620 Research Methods in Education (3)
Candidates examine and learn the methods and techniques employed in education research. Emphasis is placed on understanding the research literature, which forms the basis of professional education. Course includes considerable study of qualitative methods, and emphasizes selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

621 Collaboration with Communities, Families, and School Personnel (2)
Course designed to develop specific professional skills to facilitate effective communication and collaboration with families, school personnel, and representatives of community agencies who are involved in the development, implementation, and monitoring of appropriate programs for school-age learners. Offered in January Term.

625 Creating a Culture of Evidence-based Learning (2)
Candidates will develop competence in constructing and employing valid and reliable assessments of student achievement at the classroom level; candidates will develop and implement an impact study during the supervised teaching semester that utilizes the strategies of action-based research.

690 Internship in Supervised Teaching (8)
A 10-12 week intensive, student teaching field experience in partner professional-development schools. Interns apply methods, strategies, and technological tools to engage culturally diverse students in a responsive and effective manner. Corequisite: EDUC 691– Internship Seminar.

691 Internship Seminar (2)
Course provides student teachers with opportunities to refine teaching and learning through analysis, reflection, and discussion of their own behavior as teachers and the behaviors of teachers, students, and other school personnel. Corequisite EDUC 690 –Internship in Supervised Teaching.

MASTER OF ARTS IN HUMAN SERVICES (MA)

Ms. April Christman
Dr. Benjamin Dobrin
Mr. Brandon Foster

The Masters of Arts in Human Services at Virginia Wesleyan University is a non-licensure**, all online, degree that will give the graduate the skills necessary to pursue or continue a career in the Human Services. People employed in the Human Services work in the government and private (both for and not-for-profit) sectors in careers that are grounded in the helping professions. A graduate degree is often necessary for career advancement, and this degree will prepare the student for that advancement. Coursework in the program has a focus on current needs of communities, such as substance abuse and addiction, death and grief, emergency management, as well as administration and group work.

**The coursework in the Masters of Human Services can be used toward the Certified Substance Abuse Counselor certification in the Commonwealth of VA. P. 4

Degree Requirements: Master of Arts in Human Services

COURSE NUMBER AND TITLE	SEMESTER HOURS
HS 510: Introduction to Human Services	3
HS 612: Physiology of Addiction and Psychoactive Substances	3
HS 615: Diversity and Multiculturalism in the Human Services	3
HS 617: Substance Use Disorders and Treatment Modalities	3
HS 620: Death, Dying, Grief, and the Human Services	3
HS 622: Understanding Human Growth and Development	3
HS 625: Human Services Administration	3
HS 627: Human Services with Groups and Communities	3
HS 630: Practicum Preparation	1
HS 632: Mental Health and Emergency Response System	3
HS 635: Practicum	3
TOTAL CREDIT HOURS:	**31**

GRADUATE HUMAN SERVICES COURSES (HS)

510 Introduction to Human Services (3)
An introduction to the field of Human Services, including its historical development, fundamental concepts, and the essential skills students need to succeed as working professionals and agents of change.

612 Physiology of Addiction and Psychoactive Substances (3)
This course acquaints students with the complex issues surrounding both licit and illicit drugs. It will examine the widely used/abused drugs – to include alcohol, opiates, marijuana, cocaine, amphetamines, sedatives, and hallucinogens. The in-depth examination of these substances of abuse will include an overview of their pharmacology, the physical and mental effects of these psychoactive substances on the brain, and the neurophysiology of the brain.

615 Diversity and Multiculturalism in the Human Services (3)
This course covers the core concepts, theories and principles of the diversity and multiculturalism that is necessary for the Human Services worker in our modern landscape.

617 Substance Use Disorders and Treatment Modalities (3)
This course acquaints students with how alcohol and other substances of abuse affect multiple systems in society including individuals, families, communities, and larger institutions. It addresses the economic, social, cultural and political ramifications of drug use and abuse.

620 Death, Dying, Grief and the Human Services (3)
This course will focus on contemporary and historical societal influences, cultural practices, and spiritual and religious beliefs in conceptualizing the experiences of death and other losses. It will examine religious rituals related to the preparation of the body of the dead, the burial and the mourning process. It will examine the ethics surrounding end of life decisions and how death is determined from a medical and legal perspective.

622 Understanding Human Growth and Development (3)
Examines developmental processes, including theories and methodologies used by developmentalists. The course examines continuity and change from conception to death and the interaction of biological, psychological and social aspects of development (the biopsychosocial perspective).

625 Human Services Administration (3)
This course builds skills in administration for the Human Services professional. Leaders in the Human Services need to learn the expectations of managing these types of agencies in both theoretical and practical ways.

627 Human Services with Groups and Communities (3)
Human Services professionals need to understand the principles of working with groups and communities. The skills outlined in this course will help the Human Services worker work more effectively within the field.

630 Practicum Preparation (1)
This course is designed to provide guidance and direction in all phases of human services practicum procurement including agency identification, application and selection. Students will identify practicum opportunities within the human services that are consistent with professional goals.

632 Mental Health and Emergency Response System (3)
This course will examine Emergency Management, the Emergency Response system response to Mental Health, and the unique needs of the Emergency Response worker.

635 Practicum (3)
This course provides an overview of the direct methods of consumer engagement in the human services profession through opportunities to observe and practice discipline specific methods via video recorded consumer interviews, written assignments, and experiential learning. The practicum experience is the experiential component of the Master's in Human Services.

MASTER OF ENVIRONMENTAL STUDIES (MEnv)

Dr. J. Christopher Haley
Dr. Elizabeth Malcolm
Dr. Annika Quick
Dr. Maynard Schaus

The Master of Environmental Studies (MEnv) is a 31-credit degree program available online, which is designed to prepare students for careers in the environment and sustainability fields by combining rigorous academic grounding with coursework that develops practical real-world skills. It is also designed to help environmental professionals gain additional skills, experiences, and credentials to help them advance in their career. Students complete core classes on environmental problem solving, environmental policy, sustainability assessment, and environmental justice with additional coursework in climate change, water resources management and business. Throughout these courses, students will hone their skills in problem solving, project development, sustainability assessment, and professional communication. Active practitioners will serve as guest instructors, providing mentoring and networking opportunities. In the final two courses, students will propose and implement a capstone project in their own community that integrates their learning and career interests.

Degree Requirements: Master of Environmental Studies

COURSE NUMBER AND TITLE	SEMESTER HOURS
Environmental Core: ENVS 505: Environmental Problems and Solutions ENVS 515: Environmental Policy, Law, and Permitting ENVS 525: Sustainability Assessment and Measurement ENVS 535: Ethics, Justice, and the Environment	12
Business Core: MBE 520: Ethical Management in a Global Environment AND choose one of the following: MBE 561: Applied Leadership Theory MBE 570: Organizational Psychology and Behavior MBE 581: Negotiations	6
Science Applications: ENVS 545: Climate Change and Resilience ENVS 555: Water Resources Management	6
Practical Experience: ENVS 565: Communication for Environmental Professionals ENVS 675: Professional Environmental Capstone	6
ENVS 605: Environmental Capstone Proposal	1
TOTAL CREDIT HOURS:	**31**

GRADUATE ENVIRONMENTAL STUDIES COURSES (ENVS)

505 Environmental Problems & Solutions

Emphasizes interdisciplinary problem solving and ways that environmental managers work to propose and implement solutions. Students will examine a variety of cases and how professionals worked toward solutions, including cases where differing priorities can lead to different potential solutions. Students will work in groups to develop solutions in selected cases.

515 Environmental Policy, Law, & Permitting
Examines U.S. environmental politics and policy by studying its political context and evolution, the policymaking process, main actors, and stakeholders. Addresses the development, implementation, and efficacy of policy tools such regulation, permit regimes, market-based incentives and collaboration.

525 Sustainability Assessment & Measurement
Sustainability initiatives in the public and private sector increasingly rely on quantitative metrics to measure and communicate progress. Benefits and limitations of these methods will be explored with case studies on climate, waste, biodiversity, and environmental justice. Students will gain practical experience using common methods such as greenhouse gas accounting.

535 Ethics, Justice, and the Environment
Examines ethical and environmental justice frameworks for dealing with environmental problems. The course will explore the philosophical foundations of environmental ethics, the history of the environmental justice movement, the rights of nature movement, and the application of these ethical and justice frameworks to current and emerging environmental issues.

545 Climate Change & Resilience
As the world faces current and future climate change, entities at all scales must address both mitigation and adaptation. This course explores the scientific basis and cultural feasibility of mitigation and adaptation strategies, which students will apply in creating a region-specific climate action plan that incorporates principles of environmental justice.

555 Water Resources Management
An interdisciplinary approach to aquatic resources, using case studies of management efforts in specific lakes, rivers, and coastal areas. Course topics include management of water quality and quantity, stormwater, key aquatic habits, water policy, and grassroots efforts to protect aquatic ecosystems.

565 Communication for Environmental Professionals
Students will gain experience with various forms of communication used by professionals to convey information about environmental projects. Students will learn to explain complex topics in terms that the public can easily understand through oral, written, and video means, as well as through story maps. Students will also develop and defend a formal proposal for their professional capstone project.

601 Environmental Capstone Proposal (1 credit)
This course provides guidance and support as students identify and propose an environmental capstone project. This project may be independent, part of a formal internship, or an addition to their work experience. Proposals will include a description of work, timeline, budget, and a process for evaluating the project's success.

675 Professional Environmental Capstone
An opportunity for hands-on professional experience in the environmental field through an internship or work experience. Students must implement a specific project to benefit the placement or work site, then evaluate its effectiveness post-implementation. Prerequisite: Graduate status; successful completion of ENVS 565, including formal project approval by the department.

MASTER OF ARTS IN APPLIED PSYCHOLOGY (MA)*

*Pending SACSCOC approval.

Dr. Robert Ariel
Dr. Craig C. Jackson
Dr. Katherine Harrington
Dr. Gabriela A. Martorell
Dr. Taryn A. Myers

The Master of Arts in Applied Psychology (M.A.Psy.) is a 30-credit degree program available online, which is designed to prepare students for careers in a variety of non-profit, governmental, and for-profit organizations by combining rigorous academic grounding in psychological science with coursework that develops practical, applied skills. It is also designed to help professionals in fields related to human behavior gain additional skills, knowledge, and credentials to help them advance in their career. Students complete core classes on applied data analysis, equity and inclusion, development, motivation, stress and resilience, cognition, organizational behavior and leadership, workplace assessment, ethical practice, and qualitative and quantitative methods and analysis. Throughout these courses, students will hone their skills in statistical analysis, research methodology, selecting and using appropriate assessments, and guiding their organizations in ethical practices. In the final course, students will use real-world data to design and analyze both qualitative and quantitative research projects geared towards the types of projects they will be asked to do in a variety of workplace environments.

Degree Requirements: Master of Arts in Applied Psychology

COURSE NUMBER AND TITLE	SEMESTER HOURS
PSY 510: Applied Data Analysis	3
PSY 520: Equity, Inclusion, and Access	3
PSY 530: Development and Aging	3
PSY 540: Motivation in the Modern World	3
PSY 550: Psychobiology of Stress and Resilience	3
PSY 560: Applied Cognition	3
MBE 570: Organizational Psychology and Behavior	3
PSY 580: Workplace Assessment	3
PSY 680: Ethical Practice in Applied Psychology	3
PSY 690: Qualitative & Quantitative Methods & Analysis	3
TOTAL CREDIT HOURS:	**30**

GRADUATE APPLIED PSYCHOLOGY COURSES (PSY)

510 Applied Data Analysis (3)
Focuses on the application of data analysis techniques within the field of psychology including descriptive and inferential statistics. Students will gain practical skills in handling psychological data, applying statistical methods, and interpreting results to inform research and practice. Emphasizes the use of software tools for data analysis and visualization.

520 Equity, Inclusion, and Access (3)
A vital role for applied psychologists is to ensure that all individuals experience equity, are included, and have access to all the same resources and opportunities. This class will discuss intersectionality, oppression, and liberation from a psychological perspective.

530 Development and Aging (3)
Development and Aging Psychology focuses on the psychological, biological, and social aspects of aging and development across adulthood. The purpose of this course is to introduce students to the theories of adult development and aging to allow you to understand how developmental changes interact with real world scenarios in domains like education, business, and healthcare.

540 Motivation in the Modern World (3)
Explores the nature of motivation in contemporary society, examining theories in contexts like the workplace and education. Topics include intrinsic and extrinsic motivation, impacts of technology and social media, and cultural influences. Students engage with research and practical applications through lectures, discussions, and projects to develop strategies for enhancing motivation.

550 Psychobiology of Stress and Resilience (3)
This course examines the biological, psychological, and social mechanisms of stress, with a particular focus on chronic stressors such as systemic racism and discrimination.

560 Applied Cognition (3)
Cognitive psychology is the study of mental processes including attention, memory, language, thought, decision-making, and reasoning. The purpose of this course is to introduce you to theory and application of cognitive psychology to improving performance and solving real-world problems in the domains like education, health, technology, law, and sports.

MBE 570 Organizational Psychology and Behavior (3)
Explores how people operate in organizations and how the structure of the organization can affect their performance. Case studies illustrating concepts regarding human behavior and development in individual, group and complex organizational settings will be used. Topics include diversity in organizations, group behavior, communication, organizational structure and culture, and change management.

580 Workplace Assessment (3)
Psychologists in applied settings utilize assessment instruments for a variety of purposes, including candidate screening, employment aptitude, and monitoring workplace and customer satisfaction and efficiency. This course introduces students to vital underpinnings of assessment, including psychometrics and instrument selection. Students will learn how to administer and score common workplace assessments.

680 Ethical Practice in Applied Psychology (3)
Psychologists are expected to operate in accordance with ethical guidelines and principles regardless of the setting in which they are employed. In this course, students will learn about specific guidance given by organizations in psychology and how to lead by ethical example.

690 Qualitative & Quantitative Methods & Analysis (3)
Qualitative & Quantitative Methods & Analyses focuses on understanding and applying data analysis methods in psychology. This course will provide you with essential knowledge and skills necessary to select appropriate data collection and analysis methods, and to be able to interpret research findings using both quantitative and qualitative methodology.

Virginia Wesleyan University Undergraduate Programs

	B.A.	B.S.	B.M.A.	B.S.W.	B.S.N.	Minor	Certificate	Online	Accelerated Degree
Advanced and Applied Microscopy							X		
Africana Studies						X			
Allied Health Studies	X								
American Studies	X					X			
Art	X					X			
Art History						X			
Biochemistry		X							
Biology	X	X				X			
Biotechnology							X		
Business	X					X		X	
Church Music							X		
Chemistry		X				X			
Civic Engagement							X		
Classical Studies	X					X			
Communication	X					X			
Comprehensive Liberal Studies	X							X	
Computer Information Systems	X								
Computer Science	X	X				X			
Criminal Justice	X					X		X	
Cybersecurity		X				X			
Data Science						X			
Earth and Environmental Sciences	X	X				X			
Education Studies (Non-licensure)	X								
Elementary Education (PreK-6)	X								X
Engineering									
English	X					X			
Environmental Management									X
Environmental Studies	X					X		X	
Forestry									X
French Studies	X					X			
Gender, Women, and Sexuality Studies	X					X			
Hispanic Studies	X					X			
History	X					X			
History and Social Science	X								
Individualized	X								
Information Systems								X	
International Organizations and Diplomacy							X		

Virginia Wesleyan University Undergraduate Programs (continued)									
	B.A.	B.S.	B.M.A.	B.S.W.	B.S.N.	Minor	Certificate	Online	Accelerated Degree
International Studies	X								
Jewish Studies						X			
Latin						X			
Law									X
Marine Science						X			
Mathematics	X	X				X			
Music	X		X			X			
Music Production								X	
Music Production							X		
Nursing					X				
Occupational Therapy									X
Pharmacy									X
Philosophy	X					X			
Political Science	X					X			
Psychology	X	X				X		X	
Recreational Therapy	X								
Religious Studies	X					X			
Social Science	X							X	
Social Work				X					
Sociology	X					X		X	
Special Education	X								
Sport and Recreation Management	X								
Supply Chain Management and Logistics							X	X	
Sustainability Management	X	X						X	
Theatre	X					X			
Theology									X

Virginia Wesleyan University Graduate Programs							
	M.A.	M.A.Ed.	M.B.A.	M.Ed.	M.Env.	Online	On Campus
Arts Leadership and Nonprofit Management	X						
Business Administration			X			X	
Education		X					X
Education – Teacher Leadership				X		X	
Environmental Studies					X	X	
Human Services	X					X	
Applied Psychology	X					X	

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Jody Wagner
Anthony O. Walters
Michael J. White ’81
Douglas B. Wilson ’86
** Ex Officio*

TRUSTEES EMERITI

Jane P. Batten H’06
George Y. Birdsong H’16
Joan P. Brock H’10
Thomas C. Broyles
Robert W. Collenberg II ’90
O.L. (Butch) Everett
William J. Fanney
Ronald M. Kramer
Lemuel E. Lewis
John E. Lingo, Jr.
Elizabeth F. Middleton ’91
Emily S. Miles
Jerry Miller
Alan H. Shaw
William S. Shelhorse ’70
William H. Thumel, Jr.
John A. Trinder
D. Henry Watts, D.B.A. H’07

DIRECTORY

FACULTY

The first date in parenthesis indicates the year when present rank was attained: the second date, the year when the individual was first appointed to the instructional staff.

Abdullah Al-Alaj (2020, 2020)
Assistant Professor of Computer Science
B.Sc., Jordan University of Science and Technology
M.Sc., Jordan University of Science and Technology
Ph.D., University of Texas, San Antonio

Robert Ariel (2018, 2024)
Associate Professor of Psychology
B.A., University of Illinois at Chicago
Ph.D., Kent State University

Soraya M. Bartol (2015, 2005)
Kenneth R. Perry Dean of the Joan P. Brock School of Mathematics and Natural Sciences; Professor of Marine Biology
B.A., University of Virginia
M.A., Ph.D., The College of William and Mary

Pradip Basnet (2023, 2023)
Lecturer in Physics and Physical Science
B.Sc., Tribhuvan University
M.Sc., Tribhuvan University
M.S., University of Massachusetts, Dartmouth
Ph.D., University of Georgia

Clair Berube (2020, 2024)
Associate Professor of Education
B.A., Virginia Wesleyan College
B.S., M.S.Ed., Ph.D., Old Dominion University

Richard E. Bond (2011, 2005)
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M.A., Ph.D., Johns Hopkins University

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B.A., University of California, Santa Cruz
M.S., Texas A&M International University
Ph.D., Johns Hopkins University

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B.S., Northwestern University
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Ph.D., University of Illinois at Urbana-Champaign

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B.S.W., Virginia Wesleyan College
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Research and Electronic Resources Librarian
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B.A., The College of William and Mary
M.S.W., University of Pennsylvania
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Outreach and Access Services Librarian
B.A., Appalachian State University
M.A.S./L.I.S., University of British Columbia

Joyce Blair Easter (2008, 2000)
Professor of Chemistry and Biochemistry
B.S., Cornell University
Ph.D., Duke University

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B.A., Art Institute of Pittsburgh Online
B.F.A., Virginia Commonwealth University
M.F.A., Savannah College of Art and Design

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B.S., University of Maryland University College
M.S., Lesley University

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Licence d'anglais, Université de Dijon-Bourgogne
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M.F.A., University of Delaware

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B.A., M.A., Ph.D., University of Washington

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M.S.Ed., Indiana University
M.A., George Mason University
Ph.D., University of New Mexico

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M.S.Ed., Walden University
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Ph.D., University of California, Santa Cruz

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B.A., California State University-Sacramento
M.A., University of Colorado Boulder
Ph.D., University of Wisconsin-Madison

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Head Librarian
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M.L.S., University of Kentucky

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B.A., Vanguard University
M. Div., Fuller Seminary
Ph.D., University of Southern California

B. Malcolm Lively (2007, 2000)
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J.D., Regent University

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Ph.D., Miami University (Ohio)

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Ph.D., Indiana University

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M.A., Marquette University
M.A., Ph.D., University of Wisconsin-Madison

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Dean of the Susan S. Goode School of Art and Humanities; Batten Professor of Theatre; Chair of Political Science and Humanities
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M.A., University of Arkansas
Ph.D., University of Kansas

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Associate Professor of English; Chair of Gender, Women, and Sexuality Studies
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M.A., Ph.D., University of Miami

Jason Squinobal (2019, 2015)
Associate Professor of Music; Chair of Fine and Performing Arts
B.M., Berklee College of Music
M.A., Ph.D., University of Pittsburgh

Kathy S. Stolley (2013, 2005)
Professor of Sociology
B.A., M.A., Old Dominion University
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Associate Professor of Sport and Recreation Professions; Assistant Dean of the Batten Honors College; Chair of Sport and Recreation Professions
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M.Ed., Bowling Green State University
Ph.D., Indiana University

Levi Tenen (2024, 2024)
Assistant Professor of Philosophy
B.A., Lewis and Clark College
M.A., Ph.D., Indiana University, Bloomington

Jeffrey G. Toussaint (2017, 2017)
Assistant Professor of Sociology and Criminal Justice; Chair of Sociology and Criminal Justice
B.S., M.A., Old Dominion University
M.A., Norfolk State University
Ph.D., Virginia Polytechnic Institute and State University

Victor R. Townsend, Jr. (2010, 2000)
Assistant Provost; Professor of Biology
B.S., Old Dominion University
M.S., Ph.D., University of Louisiana at Lafayette

Michelle A. Vachris (2017, 2017)
Professor of Management, Business, and Economics; Chair of Business; Director of the MBA Program
B.A., The College of William and Mary
M.A., Ph.D., George Mason University

Z. John Wang (2010, 2000)
Professor of Computer Science
B.S., Taiyuan University of Technology
M.S., National Harbin Institute of Technology
Ph.D., University of Southern Mississippi

Craig Wansink (2003, 1993)
Batten Professor of Religious Studies; Chair of Religious Studies; Joan P. and Macon F. Brock, Jr. Director of Robert Nusbaum Center
B.S., Morningside College
M.Div., McCormick Seminary
M.A., Ph.D., Yale University

Denise Pocta Wilkinson (2011, 1987)
Professor of Mathematics
B.S., M.S., Middle Tennessee State University
Education Specialist, Appalachian State University

Caitlin Williams (2023, 2023)
Assistant Professor of Biology
B.S., University of Richmond
Ph.D., Uniformed Services University of the Health Sciences

Garrett R. Wood (2019, 2019)
Associate Professor of Management, Business, and Economics
B.A., Hillsdale College
M.A., Naval War College
M.A., Ph.D., George Mason University

FACULTY EMERITI

The first date in parentheses indicates the year of appointment to the instructional staff; the second date indicates the year of retirement.

Robert B. Albertson (1979, 2019)
Professor Emeritus, Management, Business, and Economics
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Professor Emeritus, English
B.A., Antioch College
M.A., Pennsylvania State University, Mansfield
Ph.D., McGill University

Evelyn K. Blachman (1976, 2007)
Assistant Professor Emeritus, English
B.A., Northern Illinois University
M.A., University of Arkansas

Karen A. Bosch (1993, 2015)
Professor Emeritus, Education
B.A., Michigan State University
M.A., Indiana University of Pennsylvania
Ph.D., Old Dominion University

John R. Braley III (1978, 2013)
Associate Professor Emeritus, Recreation and Leisure Studies
B.A., University of South Florida
M.Ed., Springfield College
M.S., University of Maine

R. David Clayton (1972, 2012)
Professor Emeritus, Music
B.M., Union University
M.M., George Peabody College
D.M., Florida State University

Victor I. Culver (1977, 1999)
Professor Emeritus, Education
A.B., Statue University of New York at Buffalo
Ph.D., University of Missouri at Kansas City

Elaine E. Dessouki (1990, 2023)
Assistant Professor Emeritus, Management, Business, & Economics
B.S., M.A.S., M.B.A., Northern Illinois University

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Professor Emeritus, Human Services
B.S., Florida State University
M.S., School of Social Welfare, Florida State University

Clayton J. Drees (2024, 1992)
Professor Emeritus, History
B.S., University of Santa Clara
M.A., California State University, Los Angeles
Ph.D., Claremont Graduate School

Linda A. Ferguson (1996, 1987)
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M.S., University of Virginia

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Professor Emeritus, Psychology
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M.A., Temple University and University of Maryland
Ph.D., University of Maryland

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M.A., Temple University

William A. Gibson (1987, 2022)
Professor Emeritus, Political Science
B.A., Arizona State University
M.A., Ph.D., Claremont Graduate School

Patrick A. Goold (2024, 1994)
Associate Professor Emeritus, Philosophy
B.A., Saint John's College
M.Litt., Saint Andrews University
Ph.D., Brown University

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Professor Emeritus, History
B.S., Wisconsin State University-La Crosse
M.A., Ph.D., University of Nebraska

J. Michael Hall (1980, 2020)
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M.A., University of Arkansas
Ph.D., University of Illinois

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M.A., Johns Hopkins University
Ph.D., Michigan State University

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Professor Emeritus, Philosophy
B.A., Grinnell College
Ph.D., Vanderbilt University

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Ph.D., Duke University

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M.S., Florida State University

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B.S., West Chester University
M.S., University of North Carolina at Chapel Hill
Ph.D., Old Dominion University

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Professor of Biology Emeritus
B.S., West Virginia Wesleyan College
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B.S., Nasson College
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Professor Emeritus, Journalism and Communication
B.A. American University
M.A., University of Arizona
Ph.D., University of Cincinnati

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B.S., National University of Iran
M.S., University of Missouri
M.B.A., Oklahoma City University
D.B.A., Nova Southeastern University

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Ph.D., University of Chicago
B.D., Garrett Theological Seminary
S.T.M., Union Theological Seminary, New York
Ph.D., Drew University

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B.S., University of Maryland
M.Ed., Loyola College in Baltimore
M.Ed., Bowie State University
Ph.D., University of Maryland

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B.F.A., University of Oklahoma
M.F.A., Old Dominion University and Norfolk State

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M.F.A., University of Arizona

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B.A., M.A., Ph.D., Rutgers University

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B.A., M.A., Ph.D., Purdue University

Donald Garrett Wolfgang (1972, 2007)
Professor Emeritus, Psychology
B.A., The Colorado College
M.A., Ph.D., University of Missouri

R. Cathal Woods (2005, 2022)
Associate Professor Emeritus, Philosophy
B.A., University of Dublin, Trinity College
M.A., Tulane University
Ph.D., Ohio State University

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CAMPUS OFFICES

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Ph.D., Florida Institute of Technology

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B.A., Christopher Newport University
M.A., Virginia Commonwealth University
Ph.D., Texas Christian University

Victor R. Townsend, Jr. (2000)
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M.S., Ph.D., University of Louisiana at Lafayette

Marina Maye (2023)
Administrative Assistant for Academic Affairs
B.F.A., Norfolk State University

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Administrative Assistant to the Provost and Vice President
B.A., Virginia Commonwealth University

Academic Technology

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Associate Professor of Music;
Director of VWU Online
B.M., M.M., Brigham Young University
D.M.A., University of Illinois at Urbana-Champaign

Lisa Geiger (2024)
Director of Continuing Education; Instructional Technologist
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B.A., M.A., St. Leo University

Batten Honors College

Travis B. Malone (2005)
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B.A., Baldwin-Wallace College
M.Ed., Bowling Green State University
Ph.D., Indiana University

Nikki Nieves (2023)
Director of Enrollment, Batten Honors College
B.A., Berkley College of Music

Batten Student Center

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Director of Recreation and Wellness
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Birdsong School of Social Science

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Campus Life and Operational Management

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M.d., University of Massachusetts
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Chief Operations Officer
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M.Ed., Regent University

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Assistant to the Senior Vice President
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M.S.Ed., Old Dominion University
M.B.A., Virginia Wesleyan University

Counseling Services

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B.S.W., Virginia Wesleyan College
M.S.W., Smith College

Dining Services

Timothy Lockett (2001)
General Manager of Sodexo Dining Services

Heather Beatty (2022)
Director of Catering and Conference Services
B.S., East Carolina University

Matthew Smith (2017)
Director of Marketing and Retail Dining
B.S., Johnson & Wales University

Duplication and Postal Services

Revenia Neufville
Duplication and Postal Services Manager, Scribner University Store

Esports

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Director of Esports
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M.Eng., Old Dominion University

Glenn Johnson (2013)
Assistant Director of Enterprise Resources; Head Esports Coach
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Facilities Management

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Director of Facilities Management

Michael Rigby (1987)
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B.A, Edinboro University
B.S., Pennsylvania State University

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Coordinator of Conferences and Special Events
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Financial Aid

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Jaelyn Remillard (2024)
Financial Aid Counselor
B.A., Southern New Hampshire University

Jennifer Sands (2020)
Assistant Director of Financial Aid/VA School Certifying Official

Finance and Administration

John Groulx (2024)
Vice President for Finance
B.A., American University
M.S., Brandeis University
M.P.A., University of New Hampshire

Sylvia Schelly (2017)
Associate Vice President for Finance
B.A., University of Cincinnati

Dana Bradshaw (2024)
Accounts Payable Coordinator

Elle Cowan (2024)
Student Accounts Specialist and Cashier

Michele Hedspeth (2016)

Director of Student Accounts

Laurie Miller (2024)
Accountant
B.A., Rhode Island College

Kiandra Wilder (2023)
Student Accounts Coordinator

Michael Pettry (2021)
Director of Purchasing
B.A., Longwood University
M.B.A., Averett University

Marquianta Washington (2023)
Payroll Accountant
B.A., ECPI

Susan S. Goode Fine and Performing Arts Center

Joseph "Trey" DelPo III (2020)
Director for the Susan S. Goode Fine and Performing Arts Center and Instructor in Performing Arts
B.A., Virginia Wesleyan University
M.A., Bowling Green State University

Susan S. Goode School of Arts and Humanities

Sally H. Shedd (1999)
Dean of the Susan S. Goode School of Art and Humanities; Batten Professor of Theatre
B.A., Arkansas Tech University
M.A., University of Arkansas
Ph.D., University of Kansas

H.C. Hofheimer, II Library

Stephen G. Leist (2012)
Head Librarian
B.A., Furman University
M.A., University Wisconsin-Madison
M.L.S., University of Kentucky

Sarah deRosa (2023)
Research and Electronic Resources Librarian
B.A., Lycoming College
M.S./L.I.S., St. John's University

Kelsi Dunman (2023)
Outreach and Access Services Librarian
B.A.A., Appalachian State University
M.A.S./L.A.S., University of British Columbia

Abe Nemon (2023)
Instructional and Online Learning Librarian
B.A., Wright State University
M.A., Wright State University
M.L.S., Indiana University

Human Resources

Regina Barletta (2020)
Director of Human Resources and Title IX Coordinator
B.S., UMass Amherst

Charity Slaughter (2024)
Human Resources Assistant and Wellness Program Coordinator
B.S Old Dominion University
M.P.S George Mason University

Information Technology

William McGuire (2025)
Chief Information Officer
B.S., Old Dominion University

Jordan Allen (2021)
Enterprise Resources Programmer – Customer Relationship Manager
B.S., DeVry University

Terry Critser (2003)
Director of Enterprise Information
A.A.S., ECPI University

Ethan McQuade (2023)
Systems Administrator

Sai Harshith Reddy Palepu (2024)
ERP Programmer and Business Analyst
B.S., Hindustan Institute of Technology & Science
M.S., Clark University

Josiah Keelan Palma (2024)
IT Support Specialist
B.S., Virginia Wesleyan University

Christina Todd (2021)
Manager of User Support
A.A., ITT Technical Institute
B.A., ECPI University
M.B.A., Virginia Wesleyan University

Marcia J. Williams (1997)
Information Security Officer; Network Manager
B.A., Saint Leo College
M.P.A., Troy State University

Intercollegiate Athletics

Andrea Hoover-Erbig (2006)
Executive Director of Intercollegiate Athletics
B.S., Slippery Rock University
M.A., Marietta College

Jeff Bowers (2000)
Head Women's Soccer Coach;
Associate Director of Intercollegiate Athletics
B.S., York College
M.S.Ed., Western Maryland University

Brandon Elliott (2007)
Assistant Director of Intercollegiate Athletics for Advancement; Head Softball Coach
B.A., Virginia Wesleyan College
M.S., California University at Pennsylvania

Cherrelle Artis (2023)
Head Cheer Coach
B.A., Virginia Wesleyan University
M.A., Regent University

Baylor Baxley (2025)
Head Field Hockey Coach

B.A., M.S., Hood College

Megan Belo (2024)
Head Women's Basketball Coach
B.A., University of Mary Washington
M.S., Castleton University

Toni Bickford (2021)
Director of Men's and Women's Tennis;
Assistant Director of Athletic Communications
B.B.A., M.A., University of Iowa

Jeff Butler (2021)
Assistant Baseball Coach
B.A., Randolph-Macon College
M.A., Virginia Commonwealth University

Brendan Cook (2023)
Assistant Men's Soccer Coach
B.A., Christopher Newport University

Tyler Costello (2023)
Director of Athletic Communications
B.S., Southern Connecticut University
M.S., University of New Haven

Thomas Crandall (2025)
Assistant Baseball Coach
B.A., Virginia Wesleyan University

Karissa Cumberbatch (2021)
Director of Men's and Women's Volleyball
B.A., Western State College of Colorado

Marcus Curry (2022)
Assistant Men's Basketball Coach
B.S., Guilford College

Trish Doherty (2016)
Administrative Assistant/ Business Manager, Athletics
A.A.S., Tidewater Community College
B.S., University of Virginia
M.B.A., Virginia Wesleyan University

Tom Faiella (2020)
Assistant Men's Lacrosse Coach
B.A., Virginia Wesleyan University

Chris Francis (2014)
Head Baseball Coach
B.S., Ithaca College

Tom Hall (2023)
Director of Men's and Women's Golf
B.S., M.S., Mansfield University of Pennsylvania

Jamaar Hawkins (2025)
Head Women's Flag Football Coach
B.S., Norfolk State University

Maddie Heck (2024)
Head Women's Lacrosse Coach
B.S., Georgian Court University
M.S., East Stroudsburg University

Sam Jones (2019)
Head Men's Lacrosse Coach
B.S., United States Naval Academy

Shane Kohler (2020)
Head Men's Soccer Coach
B.A., Rowan University
M.B.A., Moravian College

Carly Laidlaw (2019)
Head Athletic Trainer
B.AT., Minnesota State University
M.S.Ed, Old Dominion University

Dave Macedo (1998)
Head Men's Basketball Coach
B.A., M.S., Wilkes University

Diandra Mundle (2025)
Assistant Women's Basketball Coach
B.A., Shenandoah University
M.Ed., Salisbury University

BT Pham (2025)
Director of Cross Country and Track & Field
B.S., Concordia University Wisconsin
M.B.A., Piedmont College

Stephen Register (2024)
Director of Cross Country and Track & Field
B.A., Belmont University
M.DIV., Yale Divinity School

Cassondre Wilburn (2023)
Interim Director of Men's and Women's Swimming
B.S., Old Dominion University
M.Ed., Norfolk State University

Rachel Wilson (2025)
Assistant Women's Soccer Coach
B.A., Virginia Wesleyan University

David L. Kaufman Center for Enrollment Services

Heather Campbell (2015)
Vice President for Enrollment and Student Success
B.A., Virginia Wesleyan College
M.Ed., Northeastern University

Crit Muniz (2014)
Associate Vice President for Student Success
B.A., Northwest University
M.A., Regent University

Jacob Barnett (2024)
First-Year Enrollment Counselor
B.M.A., Virginia Wesleyan University

Larry L. Belcher (2018)
Director of Enrollment, VWU Global Campus
A.A., Richard Bland College of William and Mary
B.A., Virginia Commonwealth University

Charline Bess (2000)
Office Manager, Center for Enrollment Services

Heath Marton (2023)
Senior Enrollment Counselor

Lars Neel (2022)
Enrollment Counselor
B.A., Virginia Wesleyan University

Nikki Nieves (2023)
Director of Enrollment, Batten Honors College
B.A., Berkley College of Music

Malleri Santiago (2008)
Director of Admissions

Institutional Research

Shane Boyd (2018)
Director of Institutional Research
B.S., James Madison University
M.S., Illinois State University

The Learning Center

Sandra Ewell (2016)
First Year Advisor
B.A., Virginia Wesleyan University
M.Ed., Liberty University

Nancy Rechkemer (2022)
Coordinator of University Advising Services
B.A., Saginaw Valley State University
M.S., Shippensburg University

The Athenaeum

Andrea Grant (2024)
Coordinator for Student Professional Development
B.S. Old Dominion University
M.S.Ed. Old Dominion University

Brooke Novkovic (2018)
Director of Global Engagement
B.A., Virginia Wesleyan University

Alice Jones (2022)
Director of Career Development
B.A., Indiana University of Pennsylvania
M.S., Miami University
M.A., Old Dominion University

John Rudel (2005)
Professor of Art; Director of Undergraduate Research; Curator of Exhibitions for the Neil Britton Art Gallery
B.F.A., University of North Carolina, Asheville
M.F.A., University of Georgia

Bethany Smeeton (2022)
Director of Wesleyan Engaged
B.S., Virginia Tech
M.Ed., Merrimack College

Grant Williams (2024)
Online Student Success Coordinator
B.S., Western Governors University
M.B.A., Western Governors University

Marketing and Communications

David Brandt (2023)
Executive Director of Marketing and Communications
B.A., Westminster College
M.A., Regent University

Kayla Monroe (2024)
Branding and Design Manager
B.A., Southern New Hampshire University

W. Michael Skipper (2010)
Webmaster
A.S., Tidewater Community College
B.A., Virginia Wesleyan University

Laynee H. Timlin (2009)
Content and Media Manager
B.S., M.Ed., California University of Pennsylvania

Office of the President

Scott D. Miller (2015)
President of the University; Professor of Leadership Studies
B.S., West Virginia Wesleyan College
M.A., University of Dayton
Ed.S., Vanderbilt University
Ph.D., The Union Institute and University

Kelly Cordova (2015)
Chief of Staff/Vice President for Strategic Initiatives
B.S., Virginia Commonwealth University
M.B.A., Virginia Wesleyan University

Lori L. Harris (2007)
Executive Assistant to the President
B.A., Virginia Wesleyan College

Shelley Hunter (2023)
University Affairs and Presidential Events Coordinator
B.A., Virginia Wesleyan College

Anja Serby-Wilkens (2014)
Assistant to the President
A.A.S., (equivalent), Johannes-Gutenberg-Schule (Stuttgart, Germany)
A.A.S., (equivalent), Berufliches Schulzentrum Ellental, Bietigheim-Bissingen, Germany

Registrar

Courtney Knudsen (2019)
Registrar
B.M., Rowan University
M.Ed., Regent University
Rachael Burgess (2016)
Assistant Registrar
A.S., Tidewater Community College
B.A., Virginia Wesleyan University

Imani Myint (2022)
Academic Records Specialist
B.A., University of Missouri

Residence Life

Elyse Rosen (2020)
Director of Residence Life
B.S., M.S., Nova Southeastern University

Robert Nusbaum Center

Craig Wansink (2014)
Batten Professor of Religious Studies; Chair of Religious Studies; Joan P. and Macon F. Brock, Jr. Director of Robert Nusbaum Center
B.S., Morningside College
M.Div., McCormick Seminary
M.A., Ph.D., Yale University

Kelly T. Jackson (2014)
Associate Director of the Robert Nusbaum Center
B.A., Virginia Wesleyan University

Scribner University Store

Kimberly Brown (2000)
Manager
B.A., Virginia Wesleyan College

Elizabeth Mors
Store Coordinator, Scribner University Store

Security

Victor F. Dorsey (2005)
Director of Security

Randy Lott (2009)
Senior Shift Supervisor

Carl Cartwright
Security Officer

Collin Briggs
Security Officer

Jose Corona Castillo
Security Officer

Logan Dent
Security Officer

James Dora
Security Officer

Marty Goldman
Security Office

Reese Gumprecht
Security Officer

Montara McAdams (2025)
Security Office

Sabrina Parson
Security Officer
Erika Ricks
Security Office

Arnold Selga (2013)
Shift Supervisor

C. J. Sholler (2005)
Assistant to the Director of Security
B.S., St. Cloud State University

Tami "Rennae" Stitt
Corporal

Dereck White
Security Officer

Student Engagement

Jennifer Cohen (2023)
Director of Student Engagement
B.S., Seton Hall University
M.S.Ed., Old Dominion University

Trinder Center for Advancement

David Black (2017)
Executive in Residence
B.A., Lee University
M.S., University of Tennessee, Knoxville
Ph.D., Ohio University

Brandon Elliott (2007)
Head Softball Coach;
Assistant Athletic Director for Advancement
B.A., Virginia Wesleyan College
M.S., California University at Pennsylvania

Shavon Fanfair (2024)
Gift Entry and Records Coordinator

Sarah Guzzo (2017)
Director of the Wesleyan Fund
B.A., Fredonia State University
M.S., Buffalo State College
M.B.A., Virginia Wesleyan University

Michelle Lampley (2021)
Advancement Operations Coordinator

Carolyn McKenna-Sloat (2023)
Director of Business and Corporate Development
B.A., Virginia Wesleyan College

Tina Clark Milligan (2018)
Director of Alumni and Parent Engagement
B.A., Virginia Wesleyan College

Virginia Wesleyan University Global Campus

Drian Glyde (2024, 2024)
Dean of VWU Global Campus; Assistant Professor of Management, Business and Economics
B.S., Pennsylvania State University
M.B.A., Colorado Technical University
D.M., Colorado Technical University

Larry L. Belcher (2018)
Director of Enrollment, VWU Global Campus
A.A., Richard Bland College of William and Mary
B.A., Virginia Commonwealth University

D. Henry Watts School of Professional Studies

William J. McConnell (2019, 2015)
Dean of the D. Henry Watts School of Professional Studies;
Batten Associate Professor of Education;
Director of Teacher Education
B.S., M.Ed., Ph.D., Old Dominion University

STAFF EMERITI

Barbara S. Adams (1989, 2012)
Registrar Emeritus
B.S., Carson-Newman College
M.S., University of Arkansas

James R. Bergdoll (1966, 1998)
Vice President Emeritus
B.A., Randolph-Macon College
M.A., American University

David E. Buckingham (1982, 2015)
Dean Emeritus
B.S., Campbell College
M.A., Old Dominion University

Deborah L. Hicks (1989. 2019)
Dean Emeritus
B.S., Longwood College
M.Ed., University of Virginia

Katherine M. Loring (1996, 2013)
Special Assistant to the President Emeritus
B.A., Hiram College
M.A., Ph.D., University of Michigan

Stephen S. Mansfield (1968, 2008)
Vice President for Academic Affairs and
Kenneth R. Perry Dean of the College Emeritus
A.B., The College of William and Mary
M.A., Ph.D., University of Virginia

Timothy G. O'Rourke (2007, 2019)
Vice President Emeritus
B.A., University of Pittsburgh
M.A., and Ph.D., Duke University

Jan S. Pace (1991, 2012)
Director of Library Emeritus
B.A., Northern Arizona University
M.S.L.S., University of Pittsburgh

René Pérez-López (1986, 1999)
Vice President Emeritus, Information Systems and
Director of Library
B.A., M.L.S., State University of New York at Albany
M.A., Case Western Reserve University

Paul B. Rasor (2005, 2014)
Joan P. and Macon F. Brock Jr. Director of the Center for the Study of Religious Freedom and Professor Emeritus
B. Mus., J.D., University of Michigan
M.Div., Ph.D., Harvard Divinity School

Joanne Renn (1994, 2018)
Executive Director Emeritus, Intercollegiate Athletics
B.S., Old Dominion University
M.S., Troy State University

Bruce F. Vaughan (2005, 2017)
Vice President Emeritus
B.S., University of Maryland, University College
M.A., Central Michigan University