## Undergraduate Catalog 2012-13


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WWW.SU.EDU | ADMIT@SU.EDU | 800-432-2266

## Mission

Shenandoah University educates and inspires individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world.

## Core Values

Development of an enduring passion for learning
Commitment to self-reflection and personal development
Respect for diverse cultures, experiences and perspectives
Celebration of creative performance, expression, teaching and discovery
Cultivation of leadership to advance positive change and growth
Dedication to citizenship, professional service and global outreach

## Foundation

Shenandoah University distinguishes itself by providing opportunities to gain knowledge and develop skills in a collaborative, personalized environment that intertwines professional and liberal learning. A Shenandoah education incorporates scholarship, experiential learning and sophisticated technologies, as well as practical wisdom.
As an institution affiliated with the United Methodist Church, Shenandoah University practices the highest ethical standards in its interactions with the community and with students of all faiths. Within a community of scholars, Shenandoah promotes the welfare of the whole person by fostering a nurturing environment in which students learn, grow and flourish.

This catalog is a source of general information and does not constitute an irrevocable contract between Shenandoah University and any person. Every effort has been made to ensure the accuracy and completeness of this catalog; however, Shenandoah University reserves the right to make necessary changes to the provisions and policies of this catalog at any time. All such changes are effective at such time as determined by Shenandoah University and may apply to all prospective and matriculated students. Every effort will be made to minimize the inconvenience such changes might create for students.

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability, veteran status or sexual orientation.

## Shenandoah University Identity

Shenandoah University is the private, nationally recognized applied liberal arts university that invites students to join a close-knit community rich in creative energy. We attract independent, curious and academically prepared students who seek a rigorous education and exceptional professional training. In our dynamic academic community, students:

- Connect with accomplished professors
- Engage in small, highly interactive classes
- Apply what they learn in a variety of experiences outside the classroom, and
- Expand their understanding and perspectives by being involved in global initiatives.

As a result, our graduates are empowered to help improve the human condition and are prepared to be principled professionals and leaders wherever they go.

## Our Personality

Creative - Shenandoah University is a creatively charged environment where ideas, connections and inspiration are born from the university's rich mix of programs, personalities, cultures and perspectives and a solution-oriented approach to problem solving is embraced.

High Energy - Shenandoah University's faculty, staff and students are actively involved in the intellectual, creative and social life of the university. Our high energy approach to learning, activities and exploration infuse the campus with enthusiasm and a spirit of possibility.

Inviting - Faculty, staff and students at Shenandoah University cultivate collaboration and teamwork and create an inviting community where individuals with varying perspectives are welcome and respected.

Principled - Faculty, staff and students at Shenandoah University have a strong sense of personal responsibility. They believe in doing what's right and in living meaningful lives.

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## GENERAL INFORMATION

Shenandoah University (SU) is a private, coeducational school offering both a broad liberal arts program and an emphasis on career preparation. Six schools - The Bernard J. Dunn School of Pharmacy, College of Arts \& Sciences, Harry F. Byrd, Jr. School of Business, School of Education \& Human Development, School of Health Professions (Divisions of Athletic Training, Nursing, Occupational Therapy, Physical Therapy, Physician Assistant Studies and Respiratory Care) and Shenandoah Conservatory - to award baccalaureate, master and doctoral degrees.

## Main Campus

I460 University Drive,Winchester,VA 2260 I
(540) 665-4500
www.su.edu
For two decades, Shenandoah University has operated a campus in Northern Virginia.The current site specializes in graduate study in teacher and school administration education and nursing.

## Northern Virginia Campus

44I60 Scholar Plaza, Leesburg,VA 20176
(57I) 223-0238
www.su.edu/nvcampus

## Accreditation

Shenandoah University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master and doctoral degrees. Contact the Commission on Colleges at I 866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Shenandoah University.

Accreditation Council for Occupational Therapy Education (ACOTE)
Accreditation Council for Pharmacy Education (ACPE)
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
American College of Nurse-Midwives Accreditation Commission for Midwifery Education (ACNM)*

American Music Therapy Association, Inc. (AMTA)
Association to Advance Collegiate Schools of Business International (AACSB)
Commission on Accreditation in Physical Therapy Education (CAPTE)
Commission on Accreditation of Athletic Training Education (CAATE)
Commission on Collegiate Nursing Education (CCNE)
Committee on Accreditation for Respiratory Care (CoARC)
National Association of Independent Colleges and Universities (NAICU)
National Association of Schools of Music (NASM)

State Council of Higher Education for Virginia (SCHEV)
Teacher Education Accreditation Council (TEAC)
University Senate of the United Methodist Church
Virginia Board of Nursing
Virginia Department of Education
and other appropriate associations and agencies
*ACNM - 8403 Colesville Road, Suite 1550, Silver Spring, MD 20910-6374; (240) 485-1 800; wnw.midwife.org

## Federal Law Compliance Annual Disclosure

In compliance with federal law, Shenandoah University makes annual disclosure of the following:
I. Campus Security Report.This report is available on the Shenandoah University website and the Department of Public Safety website, in the annual Student Handbook, and in the Human Resources and Admissions offices.
2. Financial Assistance.This information includes, but is not limited to, a description of all federal, state, local, private and institutional student financial assistance programs. The information is available in both of the university's catalogs and in the Financial Aid Office.
3. Institutional Information. The reports and information include, but are not limited to, cost of attendance (tuition and fees, estimates of costs for books and supplies, estimates of charges for room and board, estimates of transportation costs and any additional program costs); refund policy; requirements or procedures for officially withdrawing from the university; summary of regulations for the return of Title IV grant or loan assistance; the institution's academic programs, names of associations, agencies, or governmental bodies that accredit, approve, or license the institution and its programs; description of any special facilities and services available to disabled students, names, titles and contact information for designated persons; a statement regarding student enrollment in study abroad programs; and location of documents describing the institutions accreditation, approval or licensing. Reports and information are available in the Business Office, Financial Aid Office, Human Resources Office, Academic Affairs Office, Registrar's Office and the Academic Enrichment Center.
4. Completion and Graduation Rates. This information is available in the Office of Enrollment Management and Student Success.
5. Athletic Program Participation and Financial Support Data. This report/information is available in the Office of Athletics and the Office of Enrollment Management and Student Success.

## ADMISSIONS

Students are selected by the Office of Admissions on the basis of their ability, interests and academic preparation as indicated by their applications, school records and test results. Since applicants are considered on their own merit, Shenandoah University invites them to supply all evidence to indicate their competence and eagerness to deal with a demanding and exciting Shenandoah program of study.
Admission to Shenandoah University is competitive. The number of new students admitted each year is limited by the available residence hall and classroom space, instructional personnel and budgetary resources. The dean of admissions is authorized to accept applicants who meet the published admission requirements after examining their application in accordance with policies approved by the institution.

The Undergraduate Application for Admission is for degree-seeking students and requires a $\$ 30$ application fee. Application fees are not credited to tuition and are non-refundable. Application documents submitted to Shenandoah University will not be returned to the student. Undergraduate applications are available at www.su.edu/admission.

## Entrance Requirements <br> Admission of High School Graduates

The strongest candidates for admission will demonstrate preparation for a university liberal arts education. The high school transcript should indicate courses pursued, grades earned, grade point average and credits earned. It is required that the coursework include: four units of English, three units of Mathematics (Algebra I, Algebra II and Geometry), and two units of science (including one laboratory science). Two units of a foreign language are strongly recommended. Other classes may be appropriate for some curricula and will be evaluated on an individual basis by the Office of Admissions. Applicants are strongly recommended to indicate community and extra-curricular involvement. Shenandoah Conservatory applicants are also required to successfully complete an audition, meeting the specific requirements as outlined in the university's "Audition Guidelines." The "Audition Guidelines" are available from the Office of Admissions.

The most heavily weighted factor in the applicant's total profile is actual academic performance, as indicated by the high school transcript. Because class rank is a relative factor, it is not considered in the admission decision.

Applicants for admission to Shenandoah University are evaluated in following areas:
I. Previous high school or college records or both

## 2. Results of the SAT or ACT examination

3. For Conservatory applicants only, the result of the audition

Most applicants seek admission during the first semester of their senior year in high school to enter Shenandoah University the following fall. A student who intends to enter directly after high school graduation must request the necessary forms from the Office of Admissions. Procedures for admission are:
I. Application for admission must be made on the Undergraduate Application for Admission. The application must be signed by the applicant (and a parent or guardian if the applicant is under 18 years of age) and returned to the Office of Admissions. A nonrefundable application fee of $\$ 30$ must be submitted, and is not credited to tuition and fees.
2. Applicants must ask their high school guidance office to send an official transcript of their high school records and SAT or ACT test scores to the Office of Admissions. Credentials submitted by the applicant are not considered official.
3. If the SAT or ACT scores are not included on the high school transcript, the applicant must request the College Entrance Examination Board to send them directly to Shenandoah University, CEEB code \#5613.
4. Shenandoah Conservatory Applicants Additional Requirements: Conservatory applicants must satisfactorily complete an audition or portfolio review prior to the admission decision. In the audition, each applicant must demonstrate an appropriate level of technical facility in one performance medium. Specific audition and portfolio requirements are found in the "Audition Guidelines," which are available from the Office of Admissions and on the website at: www.su.edu/admission.

All music curricula require the music theory diagnostic skills exam during the audition process.

An interview with a faculty panel is required for the following curricula: Arts Management, Music Education, Music Production and Recording Technology, and Music Therapy.

An interview and portfolio review session with a faculty member is required for the following curricula: Composition, Scenic and Lighting Design, and Costume Design.

Applicants do not audition for study with a particular Conservatory teacher, as the faculty member conducting the audition is a representative of the department. Applicants will have an opportunity to express a preference, but it is not guaranteed that they will study in the studio of the auditioning faculty.

When an application file is complete, the applicant will usually be notified of the admission decision within three weeks by their admissions counselor.

## Pre-Admit Program for Graduate Health Professions Programs

Freshmen students with exceptional academic credentials who have been admitted to a pre-health professions program will be considered for Pre-Admit status to a graduate health professions program. When a student is Pre-Admitted, he/she is guaranteed a noncompetitive seat at the graduate level in the program for which he/she has been accepted. If a student fails to maintain the outlined criteria while attending Shenandoah, the guaranteed seat will become competitive.

## Admission of Home-Schooled Applicants

Application for admission must be made on the Undergraduate Application for Admission. The application must be signed by the applicant (and a parent or guardian if the applicant is under 18 years of age) and returned to the Office of Admissions. A non-refundable application fee of $\$ 30$ must be submitted and is not credited to tuition and fees.

Applicants must submit transcripts of home-school records and official SAT or ACT test scores to the Office of Admissions. Applicants must also submit written documentation of local school district approval of the home-school arrangement, if available. If any coursework is completed or accepted as degree credit at a local high school, official high school transcripts must be submitted by a high school guidance counselor. Based upon academic credentials and SAT or ACT scores, applicants may be required to submit General Educational Development (GED) scores.

## Admission of Transfer Students

Applicants who have attended other regionally accredited institutions of post-secondary education for purposes other than high school dual enrollment will be considered transfer students.
I. Application for admission must be made on the Undergraduate Application for Admission. The application must be signed by the applicant (and a parent or guardian if the applicant is under 18 years of age) and returned to the Office of Admissions as soon as possible. A non-refundable application fee of $\$ 30$ must be submitted and is not credited to tuition and fees.
2. Transfer applicants must submit evidence of good standing at the college last attended and an official transcript(s) of credits earned at all institutions previously attended, showing entrance credits accepted and results of standardized tests administered.Transfer applicants who have completed fewer than 24 credits must also submit official high school transcripts. It is the responsibility of the transfer applicant to have official transcripts of all academic work and evidence of honorable dismissal forwarded directly to the Office of Admissions. Credentials submitted by the applicant are not considered official. For admission as a transfer student without qualification, the applicant must be in good standing and eligible to return to his/her former institution. Any other special admissions shall be considered probationary and shall be governed by all restrictions associated with that classification.
3. Shenandoah Conservatory Applicants Additional Requirements: Conservatory applicants must satisfactorily complete an audition or portfolio review prior to the admission decision. In the audition, each applicant must demonstrate an appropriate level of technical facility in one performance medium. Specific audition requirements are found in the "Audition Guidelines," which are available from the Office of Admissions.

All music curricula require the music theory diagnostic skills exam during the audition process.

An interview with a faculty panel is required for the following curricula: Arts Management, Music Education, Music Production and Recording Technology, and Music Therapy.

An interview and portfolio review session with a faculty member is required for the following curricula: Composition, Scenic and Lighting Design, and Costume Design.

Applicants do not audition for study with a particular Conservatory teacher, as the faculty member conducting the audition is a representative of the department. Applicants will have an opportunity to express a preference, but it is not guaranteed that they will study in the studio of the auditioning faculty.

When an application file is complete, the applicant will usually be notified of the admission decision within three weeks by the admissions counselor.
4. Nursing applicants to the Transfer Track must successfully pass the Test of Essential Academic Skills (TEAS) exam. Applicants may retake the TEAS exam only once.
5. Applicants to the Respiratory Care Three-Semester Track must complete 80 credit hours, including all prerequisites and general education requirements, prior to beginning their respiratory care coursework.

Transfer applicants will have a credit evaluation completed upon admission to the university. The student's official transcripts will be used to evaluate credits for transfer to Shenandoah University. Credits will be evaluated with regard to the general education requirements, major course requirements and elective courses.

Shenandoah University grants transfer credit based on the policy headed "Transfer Credit" in the Academic Policies section of this catalog. Subject to the general conditions governing the transfer of credit, Shenandoah shall recognize official military transcripts and coursework provided such credit is recommended by the American Council of Education publication "A Guide to the Evaluation of Educational Experiences in the Armed Forces."

For transfer students in a music curriculum, proficiency in applied music is evaluated following the first semester of study at Shenandoah University.

When an application file is complete, the applicant will usually be notified of the admission decision within three weeks by their admissions counselor.

## Readmission of Former Students

Former students seeking readmission must submit an Undergraduate Application for Admission to the Office of Admissions. A non-refundable application fee of $\$ 30$ must be submitted and is not credited to tuition and fees.

Former students who were in good academic and good social standing may be readmitted upon completion of the appropriate forms. Former students, however, may be denied readmission on the basis of an outstanding and/or unresolved debt to Shenandoah University.

Former students who were not in good academic or good social standing may be readmitted only upon completion of the appropriate forms in the Office of Admissions, and approval by the appropriate academic office, the Office of Student Accounts and the Office of Student Life.

## Admission of International Students

International applicants must meet the following requirements:
I. Send completed Undergraduate Application for Admission and Supplemental Application for International Students forms and a $\$ 30$ non-refundable application fee to the Shenandoah University Office of Admissions. The application form must be signed by the applicant (and a parent or guardian if the applicant is under 18 years of age). The application fee must be paid in U.S. currency by credit card, money order or wire transfer made payable to Shenandoah University.
2. Applicants must ask their former high school and/or university to send an official transcript directly to Shenandoah University's Office of Admissions. If an institution is unable to send original documents, the applicant must have an appropriate school official certify that the copy is an official copy with a stamp and signature. All transcripts must be received in unopened envelopes that have been stamped or signed by an authority at the sending institution across the envelope seal. If records are not in English, the applicant must include a certified translation. Shenandoah University will also accept verified transcripts from WES ICAP in lieu of official transcripts sent from the applicant's previous institution(s) of higher learning.
3. All transcripts from countries outside the United States must also be evaluated by an academic credential evaluation company to obtain equivalency information on courses, grades and degrees earned. An English translation will not be accepted in place of an academic credential evaluation. Applicants may make arrangements to have an evaluation completed with any of the providers listed at www.naces.org. All associated fees are the responsibility of the applicant.
4. Shenandoah Conservatory applicants may complete specific audition and portfolio review requirements by submitting a recorded audition, if travel to the Winchester campus or a regional audition site is not feasible. Recorded audition rules and guidelines is available at www.su.edu/auditions.

Non-Native English Speaking (NNES) undergraduate students are admitted in three different ways: I) full admission, 2) provisional admission, depending on requirements for each program, or 3) admission into the English as a Second Language (ESL) Certificate program.
A. Full Admission of NNES Undergraduate Students

Entering students who meet Shenandoah University's ESL requirement through one of the four ways outlined below are not required to enroll in ESL courses. However, such students may elect ESL study to improve their English language skills. All transcripts and/or test scores must be received by the Admissions office no later than 14 business days before the start date of each term. No test score will be considered that is over 12 months old. The Shenandoah University TOEFL test code is 5613 .

1. At least 48 credit hours with a cumulative GPA of 2.5 in a post-secondary institution in which English is the language of instruction.
2. Test of English as a Foreign Language (TOEFL) internet-based score of 71 or higher; paper-based score of 527 or higher; or computer-based score of 197 or higher.
3. Sakae Institute of Study Abroad (SISA) test score of level 14 or higher.
4. International English Language Testing System (IELTS) minimum overall band score of 6.0 with no subset score below 5.0.
B. Provisional Admission of NNES Undergraduate Students

Undergraduate students with scores in the following ranges may be granted provisional admission and begin their undergraduate programs, however, they must enroll in 6 to 9 credit hours of ESL at the Intermediate Level until they achieve the TOEFL/IELTS score required or until they have obtained a grade of B or higher in ESL 106 and I09.
I. Test of English as a Foreign Language (TOEFL) internet-based score of 61 to 70; paper-based scores of 500-226; or computer-based scores of I73-I95.
2. Sakae Institute of Study Abroad (SISA) test score levels 10 to 13 .
3. International English Language Testing System (IELTS) overall band score of 5.5 to 6.0 with no subset score below 4.0.
C. ESL Certificate Admission of NNES Undergraduate Students

Depending on program requirements, some students may gain provisional admission with the test scores listed below, but most will be admitted into the ESL Certificate program only and will be required to successfully complete the two Beginning Level ESL courses offered in the summer term with a grade of B or higher before they are able to apply for provisional admission to other programs.
I. Test of English as a Foreign Language (TOEFL) internet-based score of 40 to 60.
2. Sakae Institute of Study Abroad (SISA) test score levels of 5 to 9 .
3. International English Language Testing System (IELTS) overall band scores of 4.5 to 5.5 with no subset score below 3.5.

Students who complete the summer program and gain provisional admission must fulfill the ESL guidelines for provisionally admitted students below.

The following ranges indicate how many ESL credits, along with undergraduate credits within their program, admitted students may expect to take:

| TOEFL /SAKAE/IELTS | ESL credits | coursework credits |
| :--- | :---: | :---: |
| 61 to $65 / 10$ to $12 / 5.5$ | 9 | 3 to 6 |
| 66 to $70 / 13 / 6.0$ with any subset below 5.0 | 6 | 6 to 9 |

Entering undergraduate students who do not meet the minimum requirements specified above may be admitted only to the English as a Second Language Certificate until reaching the levels specified for provisional admission to a program.

Undergraduate students must meet all ESL requirements within one calendar year of initial enrollment at Shenandoah University, or prior to graduation, whichever comes first. Failure to meet this requirement may result in suspension from the university.

Specific guidelines for completing ESL requirements may be obtained from the ESL Department.
6. To be eligible to receive a SEVIS I-20 form from Shenandoah, applicants must send financial documentation explaining how they plan to cover their educational and living expenses while a student at Shenandoah. To document financial resources, applicants may complete the Supplemental Application for International Students and include support materials as indicated.

Once an application is accepted and finances documented, applicants will be issued a SEVIS I-20 form which is needed to apply for an F-I student visa. It is important that international students receive their F-I visa from the U.S. Consulate Office in their native country prior to their arrival in the United States. This procedure is subject to change due to revisions and proposals of changes to the Federal Regulations governing issuance of I20s for International Students.

Inquiries regarding financial aid should be directed to the university's Office of Financial Aid. Financial aid for international students is extremely limited since federal and state sources are unavailable. International students should seek to obtain educational funds from their native country and should not rely on aid being available from Shenandoah University.

When an application file is complete, the applicant will usually be notified of the admission decision within three weeks by the dean of admissions. For additional information, see the heading "Notification of Admission Decision" in this section.

## Admission of Certificate Students

Applicants for admission as a certificate student are those applicants interested in obtaining training in a specific area that is recognized by the awarding of a certificate rather than a degree and/or applicants interested in completing the Elementary or Secondary Education Virginia Licensure requirements. (The actual teacher licensure is granted by the Virginia Department of Education after review of credentials.) Certificate programs are academic programs. Generally, a certificate student is enrolled on a part-time basis.

Certificate applicants must complete and submit the Undergraduate Application for Admission directly to the Office of Admissions. A non-refundable application fee of $\$ 30$ must be submitted and is not credited to tuition and fees.

Certificate applicants are required to submit the same materials as degree-seeking students. See previous sections on requirements for freshman and transfer students. An undergraduate certificate applicant must have a high school diploma. Certificate students are held to the same academic standards and judged in the same way as students enrolled in degree programs.

Once the application has been received and processed, the applicant will usually be notified of the admission decision within three weeks by their admissions counselor. Certificate students are eligible for limited types of financial aid.

## High School Seniors

Qualified seniors in area high schools who will not be taking a full academic load in their high school senior year can apply to Shenandoah as a visiting student. Under this program, students are permitted, with the approval of high school officials, to undertake coursework at Shenandoah University concurrently with coursework undertaken at their high school.

Under certain conditions, credit earned at Shenandoah University may be applicable to graduation requirements from Virginia high schools. Credit and grades earned become part of the student's permanent academic record at Shenandoah University.

## Admission After the Junior Year

This program, in which the student enters as a full-time, degree-seeking freshman after the junior year in high school, is designed for a small number of exceptionally qualified students. To be considered, a student must have all required credits in mathematics and science. Most commonly at the end of the junior year, the student will have only one unit in English to complete.

Students applying for this program need all the materials required of a candidate for regular admission, and, in addition, the high school counselor and principal will be asked to speak directly to the question of the student's maturity, academic ability, personality, sense of purpose, and ability to handle responsibility independently. Credit and grades earned become part of the student's permanent academic record at Shenandoah University.

The admission procedure is the same as for those students seeking regular admission, except that generally students seeking admission after the junior year submit their application during the spring of their junior year in high school. Students applying for this type of admission must submit the regular application for admission, the non-refundable application fee of \$30, an official high school transcript, and the results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and the recommendations from the high school guidance counselor and principal.

## Visiting Students (Non-Degree-Seeking)

Visiting students (non-degree-seeking) are most often applicants who are not interested in a degree but in a specific course; applicants who did not follow an academic program in high school; or students at other institutions who will earn credits to transfer back to their own institutions. Generally, a visiting student is enrolled on a part-time basis.

Visiting students, though not enrolled in a certificate or degree program at Shenandoah University, are held to the same academic standards and judged in the same way as students who are enrolled in a certificate or degree program.

Occasionally, a visiting student will later apply for admission as a degree-seeking student. In that case, the regular admission procedure is followed. Once enrolled as a visiting student, a student cannot change their status in that semester. Not more than 30 undergraduate credit hours earned as a visiting student may be applied toward an undergraduate certificate or undergraduate degree program.

Visiting students are not eligible for financial aid.
Visiting students complete the Visiting Student Application which is available from and must be submitted directly to the Office of the Registrar. A non-refundable application fee of $\$ 20$ must be submitted and is not credited to tuition and fees.

## Center for Lifelong Learning Students

Center for Lifelong Learning applicants apply directly through the Center for Lifelong Learning Office.

## Special Admissions

## Admission of Applicants Without a High School Diploma

Applicants may be considered for admission on the basis of the General Educational Development (GED) examination. Shenandoah University does not administer this examination. Interested applicants should consult the guidance department of a nearby high school for information about when and where the examinations can be taken. An average battery of 450 (total score of 2250) or higher with no individual score below 410 is required for admission to Shenandoah University. An interview with a member of the admissions staff is required.

## Dual Enrollment

Admitted students who present acceptable scores in dual enrollment college courses may receive advanced placement with credit. Students must submit official college transcripts to the Office of Admissions to have the scores evaluated for credit. Credit granted on the basis of the dual enrollment coursework is treated as transfer work and is subject to the university's transfer policy. See "Transfer Credit" in the Academic Policies Section of this catalog.

## Advanced Placement

Admitted students who present acceptable scores on the College Board Advanced Placement Test(s) may receive advanced placement with credit. Students must submit official test scores to the Office of Admissions to have the scores evaluated for credit. Credit granted on the basis of the Advanced Placement Test is treated as transfer work and is subject to the University's transfer policy. See "Transfer Credit" in the Academic Policies Section of this catalog.

## International Baccalaureate

Admitted students who present acceptable scores for higher level International Baccalaureate (IB) courses may receive advanced placement with credit. Students must submit official course test scores to the Office of Admissions to have the scores evaluated for credit. Credit granted on the basis of the IB course test scores is treated as transfer work and is subject to the university's transfer policy. See "Transfer Credit" in the Academic Policies Section of this catalog.

## Deferred Enrollment

Upon written request, and payment of the advance tuition deposit, an admitted student may defer enrollment for up to one year. Deferred enrollment is subject to the admission requirements in force at the time the initial admission decision was made and is predicated upon the fact that the student will not enroll at another institution before enrolling at Shenandoah University. A student who enrolls at another institution before enrolling at Shenandoah University must reapply as a transfer student. The student will be subject to the rules, regulations and financial charges in effect at the time of enrollment.

## Types of Acceptance Decisions

At the discretion of the dean of admissions, applicants who meet all admissions criteria may be accepted to Shenandoah University. Accepted applicants will receive a standard acceptance or a provisional acceptance as students to Shenandoah, whether entering as freshmen or transfer students, and will be classified as I) degree or non-degree seeking students, and 2) full-time or part-time students.

## Standard Acceptance

A standard acceptance is issued to an applicant who has met all admissions criteria and has submitted all required documentation for admission. Accepted students are admitted in one of the following categories:

## I. Admission in good standing

2. Admission in conditional standing

## Admission in Good Standing

An applicant who presents an acceptable academic record, acceptable test scores, and a satisfactory audition or interview (when applicable) is admitted in good standing. Such students may enroll in a full program of study as outlined in the catalog.

## Admission in Conditional Standing

If the scholastic record of an applicant is slightly below the standards for regular admission, but personal recommendations, test scores, audition or interview (when applicable) seem to indicate the probability of success at the college level, a student may be admitted in conditional standing. Students admitted in conditional standing will be required to enroll in a one-semester credit hour study skills class the first semester of enrollment. The student's academic achievement will be governed by the university's policy on academic standing. See "Academic Standing" in the Academic Policies section of the catalog.

## Provisional Acceptance

A transfer applicant who is admissible, but continues to have coursework in progress at another institution, may be admitted on a provisional basis. As soon as the coursework is completed, the student must submit the final, official transcript. Any provisionally accepted student who fails to submit the official documentation or to complete the stipulated provisions will not be permitted to register for courses. Provisionally admitted students who are registered for classes and fail to submit final documentation will be withdrawn from classes at the end of the drop/add period.

## Notification of Admission Decision

Applicants are usually notified by letter approximately three weeks after their application is complete. Admissions decisions may be deferred if an applicant is slightly below the standards for regular admission. The dean of admissions may require additional information and/or an admissions interview before a decision is rendered. Applicants who wish to appeal an admission decision must submit a written letter of appeal to the dean of admissions.

Admitted students must submit an advance tuition deposit of $\$ 300$. Dates by which the deposit must be paid are stipulated in the letter of acceptance, and vary depending on the time of year the offer of acceptance is granted. Advance tuition deposits are refundable until May I. Refund requests must be made in writing to the dean of admissions.

The applicant's notification of admission is tentative and conditioned (when applicable) by the applicant's subsequent graduation from high school and/or satisfactory completion of the current college semester. Applicants must request their official high school and/or college transcripts to the Office of Admissions. Credentials submitted by the applicant are not considered official. These records should include confirmation of graduation from high school and/or evidence of good standing at the termination of the college semester.

## ACADEMIC POLICIES

## Matriculation

The Office of the Registrar directs and coordinates matriculation of all students, but the courses selected by the student are conditioned by academic programs and regulations.

## Criminal Background Check Policy

Students who will have experiential learning components required as part of their degree programs must authorize, submit to and pay for a criminal background check prior to entering the program, and in some circumstances, on an annual schedule after admission. Details are available from each school/division dean/director.

## E-mail Policy

E-mail is considered an official method of communication at Shenandoah University. Students are issued an SU e-mail account upon admission to the university. Students are responsible for reading and responding to their e-mail on a frequent and consistent basis to stay current with university-related communications. Student communications via e-mail may include, but are not limited to, the following: registration/course changes, student account information, appeal results, university emergencies, university deadlines, etc. All communications from students to SU staff and faculty should be through the student's issued SU e-mail account.

## Academic Advising

Academic advising is required for all degree-seeking students before registration each term. Academic advisors are provided to assist students in planning their academic programs. Academic advisors are not authorized to change established policy for the university. The student is solely responsible for assuring that his academic program complies with the policies and requirements of Shenandoah University. Any advice that is at variance with established policy must be confirmed in writing by the school or division dean or director and the senior vice president \& vice president for academic affairs.

## Registration

General dates and times for registration are published in advance by the registrar.

## Inaccurate Registration

Shenandoah University reserves the right to make void the registration of any student who fails to comply with registration instructions or fails to pay the prescribed tuition and fees.

## Course Prerequisites

Before beginning a course, a student is expected to have fulfilled the appropriate prerequisites. A student who has not met the prerequisites may be denied registration or be un-enrolled.

## Change in Registration

Students wishing to drop or add a course may do so either online or by completing a Course Schedule Adjustment Form available from the Office of the Registrar.The effective date for any change in registration is the date completed online or noted on the Course Schedule Adjustment Form received in the Office of the Registrar.

## Adding a Course

Courses scheduled for an entire term of I4 or more weeks: Students may add individual courses for the first six calendar days after the beginning of the term.

Courses scheduled for less than 14 weeks: Students may add individual courses up to the point at which 10 percent of the total class meeting time occurred.

## Dropping a Course

For courses scheduled for an entire term of 14 or more weeks: Students may drop individual courses without record for the first six calendar days after the beginning of the term.

For courses scheduled for less than 14 weeks: Students may drop individual courses without record up to the point at which 10 percent of the total class meeting time has occurred.

## Withdrawal from a Course

A student may drop a course during the drop/add period without any reference on the transcript.

Students may withdraw from individual classes with the permission of the advisor and receive a grade of "W" that will appear on the student's transcript but will not be computed in the quality point average. The withdrawal period will end 14 calendar days prior the beginning of the final examination period.

After the withdrawal period, the student may not withdraw from a course for any reason related to academic performance. This Withdrawal from a Course policy appears in the university's catalogs, the Faculty Handbook and the Student Handbook.

Dates of the withdrawal period will appear in the university's Academic Calendar and Registration Schedule and Calendar.

This policy should be implemented in conjunction with the progression policies of individual schools and divisions within the university.

## Drop and Withdrawal Policy for Summer Terms

Due to the varying length of summer term courses, the following Drop and Withdrawal policies shall apply to summer terms.

Dropping a Summer Term Course

- Courses meeting less than one and up to two weeks: Any drop must be prior to the first day of class.
- Courses meeting three to four weeks: First day of class and the following business day.
- Courses meeting five to six weeks: First day of class and the following two business days.
- Courses meeting seven to eight weeks: First day of class and the following three business days.
- Courses meeting nine or more weeks: First day of class and the following four business days.


## Withdrawal from a Summer Term Course

A summer course withdrawal is based on the length of the course. For courses running less than two weeks, the withdrawal period is the first day of class and the following business day.

For courses running longer than two weeks, a student is able to withdraw from a summer course prior to 60 percent of course completion. A student is entitled to a full refund on a course when it is dropped prior to the published drop date for the specific course.

After the drop date, a student is entitled to a prorated refund based on the course dates only if he/she withdraws from all of his/her courses for the same summer term and it is within the first 60 percent of the term. However, if a student is registered for two or more courses and withdraws from only one course, no proration of tuition occurs.

## Repeating Courses

A student may repeat a course a maximum of two times. A student who does not satisfactorily complete a required course after three attempts may be subject to academic dismissal. Students are advised to check the policies applicable to each specific program. Individual programs can further limit the number of attempts a student may make. Students receiving financial aid may also be subject to limitations on financial aid coverage of repeated courses and should consult the Financial Aid office for further information. Not all courses may be repeated.

All course grades will be recorded on the student's permanent record. The credits and quality points resulting from the student's most recent attempt will be used to compute the student's cumulative grade point average.

Students may not repeat a course after the applicable degree has been awarded.

## Auditing a Course

Students may enroll in courses on an audit basis. The audited course will not be used in determining the student's full-time or part-time enrollment status for the semester. A change in status cannot be made after the sixth calendar day of a semester.

## Independent Study

Independent study involves student pursuit of a specialized topic under the guidance of a faculty member. The content of the study is determined by the student and approved by the faculty member. Registration for independent study occurs on a special form available at the Registrar's Office, and credits are included in the normal student load.

Independent study may be used as elective credit, but does not substitute for specific course requirements. Independent study is variously titled as individual directed research, seminar, workshop, research, directed study, special topics, topics, comprehensive seminar and/or independent readings.

## Private Instruction in Classes

When required by special conditions, a student may register for a specific class required in the curriculum through private instruction. The content of the instruction is the same as the content when offered as a class. Registration for private instruction in a class occurs on a form available in the Registrar's Office. An additional fee is required.

## Withdrawal from the University

Students who withdraw from Shenandoah University must complete a Withdrawal/Leave of Absence Form in the Office of Enrollment Management and Student Success. Students must settle unpaid accounts in the Business Office, return materials and pay fines to the library, and, if a residential student, leave the residence hall room in acceptable condition and return the residence hall room key to the Student Life Office.

Students in good social and academic standing who withdraw from the university for no more than one calendar year (a calendar year starts on the day after the student's last term of registration) are not required to reapply, but may register for courses following normal procedures after first contacting the Registrar's Office to have their program reactivated.

Students who withdraw from the university for more one calendar year (a calendar year starts on the day after the student's last term of registration) and wish to return must apply for readmission.

## Course Numbering System

Course descriptions are arranged alphabetically by subject prefix description. Courses are identified by a course prefix up to four letters and a course number that indicates suggested level and/or type of course.

Courses are numbered as follows:
000-099 Non-credit review, preparatory or remedial classes
100-299 Undergraduate, lower division
300-499 Undergraduate, upper division
500-899 Graduate, Doctoral and First Professional

## Semester Credit Hours

A credit hour is the credit earned by work for the equivalent of one hour (50 minutes) in a lecture class per week for a semester. A class for a three-hour lecture course at Shenandoah typically meets for three clock hours per week.

Students who transfer from an institution that is on the quarter system should note that one quarter hour is equal to two-thirds of a semester hour. For example, a student transferring 36 quarter hours of work to Shenandoah would receive $2 / 3 \times 36$ or 24 semester hours of credit.

## Academic Terms

Shenandoah University offers courses and programs of various lengths throughout the year. These include fall and spring semesters, summer terms, trimester and short-term programs. In order that courses are identified clearly on official records, the academic calendar is divided into three terms of equal length. Specific dates are published in the academic calendar.

A course or program is identified with one of these terms depending on the start date of the course. Any course or program that begins on or after the first date of each term and up through and including the last date of that term is said to belong to that term. The end date is not considered in designating the term.

All credits are expressed as semester hours, regardless of length of term or dates of beginning and ending of a course or program.

## Academic Student Load

A full-time undergraduate student is one who carries a minimum of 12 credit hours per semester. The maximum load is 18 credit hours per semester, except for Conservatory students whose maximum load is 18.5 credit hours per semester. A part-time undergraduate student is one who carries less than 12 credit hours per semester. Approval to carry a course load beyond the maximum will be reviewed by the dean/director of the student's school/division and granted only for compelling reasons.

## Alternative Means of Earning Credit Transfer Credit

Shenandoah University may award transfer credit for successfully completing coursework with a grade of "C-" or better within the prior 10 years. This includes:
I. All credits from an institution of higher education that has been fully accredited by one of the six regional accrediting agencies, such as the Southern Association of Colleges and Schools, or at an institution that is a "Recognized Candidate for Accreditation."
2. Credits for courses taken at foreign tertiary-level institutions, which are chartered and authorized by their respective national governments and that are recognized by the American Association of Collegiate Registrars and Admissions Officers. The amount of credit granted will correspond to that given for comparable Shenandoah University courses.
3. Credit for non-collegiate sponsored instruction, such as the armed services, business and industry, health care, or government agencies, recognized by the American Council on Education or the National Program on Non-Collegiate Sponsored Instruction. Official documentation for such credit must be submitted to the admissions office, which will make a determination, in consultation with the appropriate dean or director, on the credit to be awarded.

4 Upon appeal to the senior vice president \& vice president for academic affairs, credits earned at non-accredited institutions or outside the IO-year time frame will be considered on the basis of the content of the course and the credentials of the instructor for
the course. The appeal must include a copy of the course description and a syllabus and documentation related to the instructor's academic credentials for each course to be evaluated. In considering such courses for transfer, the senior vice president \& vice president for academic affairs will consult with the appropriate dean or director.

Credits from institutions on the quarter-hour system will be converted to semester hours using the formula of one quarter hour equals two-thirds of a semester hour.

Shenandoah University awards credit for the courses transferred, but grades do not transfer nor have any effect on the student's cumulative grade point average (GPA) at this institution.

## Advanced Standing

Shenandoah University accepts several alternative options that provide for credit toward a degree. Such credits are also treated as transfer work. No grades are awarded for advanced standing credit.

## Advanced Placement (AP)

Shenandoah University participates in the Advanced Placement Program of the College Entrance Examination Board (CEEB). Students must submit official copies of the test results to the Office of Admissions in order to earn the credits and course equivalencies listed below.

## Advanced Placement

| Test | Score | Course | Hours |
| :---: | :---: | :---: | :---: |
| Art History | 3,4,5 | ART 200 | 3 |
| Art Drawing | 3 | ART IOI | 2 |
| Art Drawing | 4,5 | ART I0I, ART 102 | 2, 2 |
| Biology | 3 | BIO 105 | 4 |
| Biology | 4 | BIO 121 or BIO 122 | 4 |
| Biology | 5 | BIO I2I, BIO 122 | 4,4 |
| Chemistry | 3 | CHEM 105 | 4 |
| Chemistry | 4 | CHEM 121 | 4 |
| Chemistry | 5 | CHEM 121, 122 | 4,4 |
| Chinese Lang-Culture | 3,4,5 | HU elective | 6* |
| Computer Sci A series | 5 | ISCT 204 | 3 |
| Computer Sci AB series | 5 | ISCT 204 or ISCT 307 | 3 |
| Economics-Macro | 4,5 | EC 211 | 3 |
| Economics-Micro | 4,5 | EC 212 | 3 |
| English Lang-Comp | 3,4,5 | ENG 101 | 3 |
| English Lit-Comp | 3,4,5 | ENG 102 | 3 |
| Environmental Sci | 3 | ES IOI or ES 105 | 3 |
| Environmental Sci | 4,5 | ES IOI, ES I 05 | 3,4 |
| Government, Am | 3 | PSCI 201 | 3 |
| Government, Am | 4,5 | PSCl 201 , PSCl elective | 3,3 |
| Government, Comparative | 3,4,5 | PSCI elective | 3 |
| United States History | 3 | HIST 104 | 3 |
| United States History | 4,5 | HIST I03, HIST I04 | 3,3 |
| European History | 3 | HIST elective | 3 |
| European History | 4,5 | HIST 371 | 3 |


| French | 3, 4, 5 | FR 201, FR 202 | 3,3 |
| :---: | :---: | :---: | :---: |
| French Literature | 3 | FR elective | 3* |
| French Literature | 4,5 | FR elective | 6* |
| German | 3,4,5 | GER 20I, GER 202 | 3,3 |
| Italian Lang-Culture | 3,4,5 | HU elective | 3* |
| Japanese Lang-Culture | 3,4,5 | HU elective | 6* |
| Latin | 3 | HU elective | 3* |
| Latin | 4,5 | HU elective | 6* |
| Latin Literature | 3 | HU elective | 3* |
| Latin Literature | 4,5 | HU elective | 6* |
| Spanish | 3,4,5 | SPAN 20I, SPAN 202 | 3,3 |
| Spanish Literature | 3 | SPAN elective | 3* |
| Spanish Literature | 4,5 | SPAN elective | 6* |
| Human Geography | 3 | GEO elective | 3 |
| Human Geography | 4,5 | GEO 202 | 3 |
| Math-Calc AB | 3,4,5 | MATH 201 | 5 |
| Math-Calc BC | 3, 4, 5 | MATH 201, 202 | 5,5 |
| Music Theory | 4,5 | Take and pass final for MUTC IOI | 2 |
| Physics B | 3,4 | PHYS III | 4 |
| Physics B | 5 | PHYS III, PHYS II2 | 4,4 |
| Physics C, Mechanics | 3,4,5 | PHYS 121 | 4 |
| Physics C, Elec-Magnetism | 3,4,5 | PHYS 122 | 4 |
| Psychology | 3 | PSY 101 | 3 |
| Psychology | 4,5 | PSY IOI, PSY elective | 3,3 |
| Statistics | 3,4,5 | MATH 207 | 3 |
| Statistics (Business) | 4,5 | BA 203 | 3 |
| Studio Art 2-D | 3 | ART I01 | 2 |
| Studio Art 2-D | 4,5 | ART IOI,ART elective | 2, 2 |
| Studio Art 3-D | 3 | ART I01 | 2 |
| Studio Art 3-D | 4,5 | ART IOI, ART elective | 2, 2 |
| World History | 3 | HIST 102 | 3 |
| World History | 4,5 | HIST IOI, 102 | 3,3 |

*Meets CAS language requirement.

## International Baccalaureate (IB)

Shenandoah University accepts individual higher level International Baccalaureate Degree Programme courses. Students must submit official copies of the IB test results in order to earn the credits and course equivalencies listed below:

| IB course | Score | Shenandoah University Equivalent |
| :--- | :--- | :--- |
| EnglishA I | $5,6,7$ | ENG I02 |
| Language A2 | $5,6,7$ | second year competency in language |
| Language B | $5,6,7$ | second year competency in language |
| Classical languages | $5,6,7$ | second year competency in language |
| Business and management | $5,6,7$ | BA elective 3 hours |
| Economics | $5,6,7$ | EC elective 3 hours |
| Geography | $5,6,7$ | GEO elective 3 hours |
| History | $5,6,7$ | HIST I02 |
| History Americas | $5,6,7$ | HIST elective |
| Islamic History | $5,6,7$ | HIST elective 3 hours |
| Information Technology | $5,6,7$ | ISCT 204 |


| Philosophy | $5,6,7$ | PHIL IOI |
| :--- | :--- | :--- |
| Psychology | $5,6,7$, | PSY IO I |
| Anthropology | $5,6,7$ | ANTH 2 I3 |
| Biology | $5,6,7$ | BIO I05 |
| Chemistry | $5,6,7$ | CHEM I05 |
| Physics | $5,6,7$ | PHYS I05 |
| Design Technology |  | no credit |
| Environmental Systems | $5,6,7$ | no credit |
| Mathematics | MATH I00 |  |
| Computer Science | $5,6,7$ | no credit |
| Visual Arts |  | ART elective 3 hours |
| Music |  | no credit |
| Theatre Arts |  | no credit |

## University of Cambridge International Examinations (CIE)

Shenandoah University accepts University of Cambridge International Examinations at the Advanced (A) Level. Students must submit official copies of the CIE test results in order to earn the credits and course equivalencies listed below:

| CIE course | Score | Shenandoah University Equivalent |
| :---: | :---: | :---: |
| Accounting | a,b,c,d,e | BA 211 and 212 |
| Business Studies | a,b,c,d,e | BA 203 |
| Design and Technology | a,b,c,d,e | no equivalency |
| English Language | a,b,c,d,e | ENG 102 |
| Literature in English | a,b,c,d,e | ENG 102 |
| Biology | a,b,c,d,e | BIO 105 |
| Chemistry | a,b,c,d,e | CHEM 105 |
| Computing | a,b,c,d,e | no equivalency |
| Economics | a,b,c,d,e | EC 211 and 212 |
| Environmental Management | a,b,c,d,e | ES IOI |
| General Paper | a,b,c,d,e | no equivalency |
| Geography | a,b,c,d,e | GEO IOI |
| History | a,b,c,d,e | HIST 102 |
| Mathematics |  |  |
| S1 or S2 | a,b,c,d,e | MATH 207 |
| PI | a,b,c,d,e | MATH 201 |
| P2 | a,b,c,d,e | MATH 202 |
| Music | a,b,c,d,e | open elective |
| Physics | a,b,c,d,e | PHYS 105 |
| Psychology | a,b,c,d,e | PSY IOI |
| Thinking Skills | a,b,c,d,e | no equivalency |
| Sociology | a,b,c,d,e | SOC IOI |
| Art/Design | a,b,c,d,e | ART IOI |
| Afrikaans Language | a,b,c,d,e | Language elective* |
| Arabic Language | a,b,c,d,e | Language elective* |
| Chinese Language | a,b,c,d,e | Language elective* |
| Portuguese Language | a,b,c,d,e | Language elective* |
| Urdu Language | a,b,c,d,e | Language elective* |

Spanish Language
French Language
German Language
a,b,c,d,e
a,b,c,d,e
a,b,c,d,e

SPAN 202
FR 202
GER 202
*Meets CAS language requirement.

## Credit by Examination

Students may also earn credit through a variety of examinations. A student may not attempt credit by examination for a course in which he/she previously received collegelevel credit, received a failing grade, or for a basic course in an area in which college-level credit has been earned for a more advanced course.

## College Level Examination Project (CLEP)

Shenandoah University accepts the full range of CLEP tests, which measure the mastery of college-level introductory course content in a wide range of disciplines. CLEP tests are administered on campus, but students must submit official copies of the test results to the Office of Admissions in order to earn the credits and course equivalencies listed below. Shenandoah University does not award grades for CLEP.

Students meeting the credit-granting score standard will earn the credits and course exemptions listed below.

| CLEP Exam | Credit-granting Score | Credit Earned | Equivalent Course |
| :---: | :---: | :---: | :---: |
| Composition and Literature |  |  |  |
| American Literature | 50 | 6 | ENG elective |
| Analyzing and Interpreting |  |  |  |
| Literature | 50 | 6 | ENG elective |
| English Comp | 50 | 6 | ENG 101, 102 |
| English Literature | 50 | 6 | ENG elective |
| Freshman College Comp | 50 | 6 | ENG 101, 102 |
| Social Sciences and History |  |  |  |
| American Government | 50 | 3 | PSCI 201 |
| U.S. History I | 50 | 3 | HIST I03 |
| U.S. History II | 50 | 3 | HIST 104 |
| Human Growth and |  |  |  |
| Development | 50 | 3 | PSY 220 |
| Humanities | 50 | 6 | HU elective |
| Educational Psychology | 50 | 3 | PSY elective |
| Introduction to Psychology | 50 | 3 | PSY 101 |
| Social Sciences and |  |  |  |
| History | 50 | 6 | elective |
| Introduction to Sociology | 50 | 3 | SOC I01 |
| Western Civ I | 50 | 3 | HIST IOI |
| Western Civ II | 50 | 3 | HIST 102 |
| Foreign Languages |  |  |  |
| French, Level I | 50 | 6 | FR IOI, 102 |
| French, Level 2 | 59 | 12 | FR IOI, I02, 20I, 202 |
| German, Level I | 50 | 6 | GER 101, 102 |
| German, Level 2 | 60 | 6 | GER 201, 202 |
| Spanish, Level I | 50 | 6 | SPAN 101, 102 |
| Spanish, Level 2 | 63 | 6 | SPAN 201, 202 |
| Science and Math |  |  |  |


| Biology | 50 | 4 | BIO 105 |
| :---: | :---: | :---: | :---: |
| Precalculus | 50 | 3 | MATH 102 |
| Calculus | 50 | 5 | MATH 201 |
| Chemistry | 50 | 4 | CHEM 121 |
| College Algebra | 50 | 3 | MATH IOI |
| College Alg-Trig | 50 | 6 | MATH IOI, 102 |
| College Math | 50 | 3 | MATH IOO |
| Natural Sciences | 50 | 4 | SCI elective |
| Trigonometry+ | 50 | 3 | MATH IO2 |
| Business |  |  |  |
| Financial Accounting | 50 | 3 | BA 211 |
| Principles of Accounting I | 50 | 6 | BA 211,* BA 212* |
| Introductory Business Law | 50 | 3 | BA 201 |
| IS and Computer Apps | 50 | 3 | ISCT elective |
| Principles of Macroecon | 50 | 3 | EC211 |
| Principles of Microecon | 50 | 3 | EC212 |
| Principles of Management | 50 | 3 | BA elective |
| Principles of Marketing | 50 | 3 | BA elective |

*This does not apply to Accounting majors. This exam replaced by Financial Accounting.
+Replaced by precalculus in 2006.

## Challenge Examinations

Challenge Examinations, which allow a student to earn credit for a course by passing a comprehensive examination on the content of the course, are available for some courses, subject to the approval of the faculty member responsible for the course, the dean/director of the academic unit in which the course is taught, and the senior vice president \& vice president for academic affairs. Challenge exams are not given if a comparable CLEP or other approved standardized test is available for the course.

Challenge Examinations must be completed before the end of the drop/add period for fall or spring semester. The student must be registered for the course in which the Challenge Examination is being taken, and the course is counted in the student's workload for purposes of assessing tuition and fees. Grades are awarded in courses completed by Challenge Examination.

Students interested in Challenge Examinations should obtain a Request for Challenge Examination form in the Registrar's Office.

## Additional Examinations

Each academic unit may determine, subject to the approval of the senior vice president \& vice president for academic affairs, which, if any, other examinations are accepted. Each unit also determines the minimum passing score for such examinations and the credit, if any, to be awarded.

## Non-Collegiate-Sponsored Instruction

Students may be awarded credit for satisfactory completion of coursework in the armed services, business and industry, or government agencies as recognized by the American Council on Education or the National Program on Non-Collegiate Sponsored Instruction.

## Catalog of Record

Students are subject to the curricular and graduation requirements contained in the academic catalog in effect upon their enrollment at Shenandoah University. If a student chooses to add a specialization, minor, or certificate after they are enrolled, the student's original academic catalog year will remain unchanged, but the specialization, minor, or certificate requirements will be those specified in the academic catalog in effect at the time of the change.

If a Conservatory student chooses to change a specialization (applied instrument) after they are enrolled, the student will be placed on the next available academic catalog. For any Conservatory student choosing to complete a change of curriculum or add a minor, certificate or second degree, the approved changes will become effective at the beginning of the first academic term after the form is received by the Office of the Registrar. The student will be placed on the next available academic catalog.

Degree candidates who have been continuously enrolled (allowing absences no longer than 12 consecutive months) may choose to graduate under the terms of any catalog in effect at or after their admission. Any change in a student's catalog of record requires approval of the student's academic dean or director. Students who leave and re-enter the university after an absence of more than 12 consecutive months will be subject to the catalog in effect at the time of their re-admission. Students may not elect to graduate under a catalog in effect prior to their entrance or re-admission.

## Requirements for Degrees

Candidates for degrees at Shenandoah University must complete all of the following in order to graduate:
I. The minimum number of credit hours required for a baccalaureate degree is 120 .
a. Candidates for baccalaureate degrees must earn a minimum of 30 credit hours of the 120 credit hour requirement at Shenandoah University.
b. Twenty-four of the last 30 credit hours required in a baccalaureate degree program must be earned at Shenandoah University. Credits earned at institutions with specific program articulation agreements with Shenandoah University will be considered as Shenandoah University credits for this requirement.
2. Within the minimum 120 credit hour requirement for the baccalaureate:
a. The university-wide general education curriculum

The university-mandated general education domain requirements will be considered to have been fulfilled for a transfer student who holds an Associate of Arts, Associate of Sciences, Associate of Arts and Sciences, and/or an Associate of Arts and Teaching degree. The core requirements of the individual academic unit will be considered on a case-by-case basis, as will all other associate degree-holding students.
b. Any academic unit core curriculum requirements.
c. All courses required for a major/degree program and any additional elective program of study such as minor or concentration.
d. At least 30 credit hours at or above the 300 -level.
3. The certificate residency minimum requirement is one half of the credits of the certificate program or 30 credit hours, whichever is less. Schools may raise these requirements. Students should refer to the individual school or division sections of the academic catalog for additional information.
4. Candidates for certificates and baccalaureate degrees must fulfill the specific requirements of their curricula with a cumulative grade point average of 2.000 . Some programs require a higher grade point average in the major. Consult the descriptions of individual majors/ degree programs to determine other requirements.
5. Complete all necessary assessment measures and surveys as deemed appropriate by the university or school.
6. To be eligible for graduation, students must submit an application to graduate by the publicized deadline.

A student may complete the requirements for the initial degree under the provisions of any catalog between the year in which they matriculate into the university and the year in which they graduate from the university.

Consult degree requirements in each school for further restrictions.

## General Education Curriculum

Amy Sarch, Director of General Education
Smith Library, Room 322, (540) 542-6534
The general education program is required of all students entering Shenandoah University as a first-year/freshman. This requirement is in addition to the college/school requirements and the major/program of study requirements. Transfer students should consult with their advisor and/or the director of general education concerning their general education requirements.
Students should direct all questions regarding general education to their college/school/ program dean or director, and/or the director of general education at asarch@su.edu.

## Statement of Purpose

The purpose of general education at Shenandoah University is to provide students with the knowledge, skills and opportunities to be active, ethical and productive citizens in a changing and diverse world.

## Quick Reference Guide for General Education

- Students must complete at least three credits in each of the seven domains.
- A maximum of six credits per domain may count toward a student's general education requirements with the exception of the effective communication domain, in which students may take a maximum of nine credits, and the nature of science domain, in which students may take a maximum of eight credits.
- Students must complete ENG IOI or its equivalent and an Oral Communication class (these courses will fulfill the Domain I requirement).
- First-time, first-year students must complete the FYS IOI course (this will fulfill the Domain 7 requirement). Transfer students are exempt from FYS IOI; however, transfer students must complete the general education requirements with a three-credit course from Domain 7.
- Students must complete a minimum of thirty general education credits.
- It is recommended that students complete their written communication and quantitative literacy general education requirements during their first two years.


## Program Goals

Shenandoah University's general education program targets eight primary areas that the faculty and students have identified as essential to productive citizenry: I) critical thinking; 2) effective communication; 3) artistic expression; 4) quantitative literacy; 5) the nature of science; 6) moral reasoning; 7) the individual in society; and 8) the individual in the world. The general education requirements are designed to enhance the skills of students within all of these areas.

## Critical Thinking

Definition: Critical thinking is the process of analyzing a problem in an impartial, rational, and methodological manner. Necessary skills in this process include the ability to identify the salient arguments, accurately interpret available evidence and justify conclusions in an objective manner.

Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Accurately interpret evidence, statements, graphics, questions, expression, etc.;
2. Identify salient arguments (reasons and claims) pro and con;
3. Thoughtfully analyze and evaluate alternative points of view;
4. Justify key results and procedures, explain assumptions and reasons; and
5. Objectively follow where evidence and reason lead.

## Effective Communication

Definition: In order to communicate effectively, individuals must understand the operations of language in the context of social, cultural, and discipline-specific norms. Effective communication requires fluency in expressing and articulating ideas, reading and listening actively, and using and understanding multiple modes of language delivery, including technology. Students must demonstrate their ability to communicate effectively in both written and oral form.

Written Communication Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Adapt written presentations through analysis to fit an audience;
2. Use evidence ethically and appropriately to inform, investigate or persuade;
3. Use the composing process (brainstorming, drafting, revising and editing) in developing texts/presentations;
4. Distill a primary purpose into a single central idea;
5. Develop major points in a reasonable, organized, and convincing manner based on a central idea; and
6. Present ideas using standard conventions of grammar, usage and mechanics.

Oral Communication Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Understand how to construct an oral presentation for a specific audience or situation according to appropriate conventions of a discipline or profession;
2. Present their ideas in a clearly organized and well-developed manner, using effective verbal delivery skills related to the context;
3. Identify the appropriate use of information and sources in the construct and delivery of their presentation; and
4. Demonstrate the effective use of instructor/audience feedback in the development and delivery of their presentations.

## Artistic Expression

Definition: For students to fully understand their world, they need to appreciate the human capacity for artistic expression through performance or study. Art stretches boundaries and the study of art reminds students of their own capacities to create and express themselves beyond conventional expectations. Art is humankind's symbolic search for meaning and purpose, and it is expressed through media such as literature, music, dance, theater, the visual arts and other forms of artistic expression. The study of art is at the liberating center of the student's individual development and expression; the study of art is not an ornament of the general education program.

Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Understand a single medium of art which will function to introduce students to the arts as a whole;
2. Understand the historic and social circumstances that effect art;
3. Understand the traditions of artistic form and genre;
4. Articulate clearly the terminology of the medium they study;
5. Recognize major themes; and
6. Be able to analyze and criticize a specific artistic medium.

## Quantitative Literacy

Definition: Mathematical literacy is an individual's capacity to identify and understand the role that mathematics plays in the world, to make well-founded mathematical judgments and to engage in mathematics in ways that meet the needs of that individual's current and future life as a constructive, concerned and reflective citizen (PISA, 2000).

Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Apply mathematical methods to solve problems;
2. Analyze information with an appropriate mathematical model and interpret the results; and
3. Organize mathematical information using multiple representations and understand the applicability of each.

## The Nature of Science

Definition:The goal of science is to seek an understanding of natural phenomena by the rational acquisition, interpretation, and application of information both quantitative and qualitative. As scientifically literate citizens, students must be able to integrate and apply the concepts and the processes of science. In order to achieve this goal, students must acquire a foundation of knowledge in an area of science.

## Learning Objectives

I. Students will be able to describe how scientific knowledge is acquired through the active interplay between conceptual knowledge and scientific investigation processes. They will also demonstrate an understanding of the core concepts of a discipline within the natural sciences (e.g. biology, chemistry, environmental science, earth science or physics).
2. Students will integrate their scientific knowledge and critical thinking skills in order to pose scientific questions, make and record observations, interpret data and form valid conclusions.
3. Students will integrate their scientific knowledge and critical thinking skills in order to apply them to novel scientific questions and data sets, and/or to evaluate claims made in scientific articles from the popular press.

## Moral Reasoning

Definition: Moral reasoning involves an ability to recognize the moral implications of various situations, policies and decisions, and an appreciation of and respect for the variety of perspectives operative in a multi-cultural and global context. To act morally and ethically, one must be able to discern a course of action that is consistent with one's core values in relation to one's socio-cultural environment (as these are shaped by religious and philosophical commitments). Responsible citizenship involves providing publically accessible reasons for one's course of action consistent with one's core values while respecting moral pluralism.

Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Identify the moral relevance of specific behaviors, policies and/or issues;
2. Identify the way foundational moral values, grounded in philosophical or religious worldviews, shape perception and discernment;
3. Articulate reasons for a course of action consistent with one's personal moral values; and
4. Analyze and explain a moral perspective different from one's own and provide reasoned responses to it.

## The Individual in Society

Definition:The study of the individual in society investigates the individual and societal aspects of the human experience. Courses that fulfill this objective will provide students with an appreciation for the interrelationship of the person and the social environment, along with providing the opportunity to explore historical and/or theoretical principles related to the foundation and development of human and/or societal behavior.

Objectives: Students who complete the general education program shall demonstrate the ability to:
I. Identify the biological, physiological, historical and/or social underpinnings of human behavior;
2. Understand how individuals and/or society develops physically, cognitively, socially, historically and/or politically;
3. Articulate and apply appropriate theoretical/historical frameworks for understanding the human experience; and
4. Assess how social situations affect human/societal behavior.

## The Individual in the World

Definition:The study of the individual in the world investigates peoples, cultures and/or governments different from the students own in an attempt to foster an appreciation of cultural diversity. Such a global perspective is a cornerstone of productive citizenry in the 2 I st century. As a result, courses that fulfill this requirement will provide students with multiple perspectives, global awareness, and personal engagement.

Objectives: Students who complete the general education program shall demonstrate the ability to:

1. Describe a cultural viewpoint different from their own and discuss the advantages of a different cultural viewpoint;
2. Provide an example of interdependence and discuss a global issue from an interactive and interdependent perspective; and
3. Articulate the importance of developing a global perspective and identify resource options available for use in developing such a perspective.

## Domains of Knowledge

Seven domains of learning form the foundation of the general education curriculum at Shenandoah University. Each domain fosters at least one element of the program's primary objectives. The general education program at Shenandoah University exposes students to multiple methods of thinking, questioning and knowing. Through an exploration of the domains of effective communication, artistic expression, quantitative literacy, the nature of science, moral reasoning, the individual in society, and the individual in the world, students develop an awareness of the world around them and the ability to perform effectively in the communities in which they engage.

The following is an overview of the seven domains. A maximum of six credits per domain may count toward a student's general education requirements with the exception of the effective communication domain (in which students may take nine credits) and the nature of science domain (in which students may take a maximum of eight credits).

## Requirements

## Domain

Credits
I) Effective Communication (EC) 6-9
(Every student must complete ENG 101 or its equivalent and an Oral Communication course)
2) Artistic Expression (AX) 3-6
3) Quantitative Literacy (QL) 3-6
4) The Nature of Science (SL) 3-8
5) Moral Reasoning (MR) 3-6
6) The Individual in Society (IS) 3-6
7) The Individual in the World (IW) 3-6
(Every first-time, first-year student must complete FYS IOI) Total General Education Credits

30 credit minimum

## General Education Course Approvals*

Domain I: Effective Communication (6-9)
(Three credits must be from both the Written and Oral Communication sections; every student must complete ENG IOI or its equivalent)

## Written Communication Courses

| Course | Title | Credit Hours |
| :--- | :--- | :---: |
| ENG 101 | Composition | 3 |
| ENG 201 | Advanced Essay | 3 |

## Oral Communication Courses

Course Title
DA 262 Techniques for Teaching Dance 2
DA 361 Ballet Pedagogy 2
DA 362 Modern Dance Pedagogy 2
DA 363 Jazz Dance Pedagogy 2
MCOM 150 Principles of Public Speaking 3
MUTH $312 \quad$ Music in Therapy 2
MUTH 321 Standards of Clinical Practice 2
PSY 360 Biopsychology 3
SOC 210 Social Problems 3
TH IOI Basic Acting 3

| TH IO2 | Acting Techniques | 3 |
| :--- | :--- | :--- |
| TH I 13 | Basic Acting for Non-Majors | 3 |
| TH 25I | Voice and Speech for the Actor | 2 |

## Domain 2: Artistic Expression (3-6)

| Course | Title | Credit Hours |
| :---: | :---: | :---: |
| AMST/ENG 310 | American Autobiography | 3 |
| AMST/ENG 315 | Nature Writing in America | 3 |
| APCP 105 | Basic Piano and Keyboard Harmony Skills I | I |
| APCP 106 | Basic Piano and Keyboard Harmony Skills II | I |
| ART 200 | Art Appreciation | 3 |
| ART 216 | American Art | 3 |
| DAPE 113 | Modern Dance I | 1 |
| DAPE 114 | Modern Dance II | 1 |
| DAPE 120 | Foundations of Ballet Technique | 3 |
| DAPE 123 | Ballet I | I |
| DAPE 124 | Ballet II | I |
| DAPE 133 | Jazz I | I |
| DAPE 134 | Jazz II | I |
| DAPE 135 | Tap I | 1 |
| DAPE 136 | Tap II | I |
| DAPE 152 | Contact Improvisation | 1 |
| DAPE 393 | Social Dance Styles | 1 |
| ENG 102 | Introduction to Literature | 3 |
| ENG 213 | Literature in Critical Perspectives | 3 |
| ENG 235 | Ancient World Literature | 3 |
| ENG 321 | The Novella | 3 |
| ENG 325 | American Short Story | 3 |
| ENG 347 | 20th Century American Novel | 3 |
| ENG 349 | 19th Century British Novel | 3 |
| ENG 356 | Arthurian Literature | 3 |
| ENG 361 | Comic Drama | 3 |
| ENG 363 | Shakespeare | 3 |
| ENG 382 | English Romantic Poetry | 3 |
| ENG 383 | Modern American Poetry | 3 |
| MUEN** | Ensembles (audition required) | vary |
| MUEN 372 | World Music Ensemble | I |
| MULT 203 | History of Western Music I | 2 |
| MULT 275 | Survey of Western Music | 3 |
| MULT 41I | Piano Literature I | 2 |
| MULT 432 | Jazz History | 2 |
| MUPP 233 | Voice Class | 1 |
| MUPP 320 | Guitar Class | I |
| TH 208 | Script Analysis | 3 |
| TH 351 | History of Theatre I | 3 |
| TH 352 | History ofTheater II | 3 |
| TH 355 | American Musical Theater I | 3 |
| TH 399 | Theatre Production | 1 |
| WST 200 | Images of Women in American Film | 3 |

## Domain 3: Quantitative Literacy (3-6)

| Course | Title | Credit Hours |
| :--- | :--- | :---: |
| BA 203 | Stats and Data Analysis for Business | 3 |
| MATH 100 | Mathematical Thinking | 3 |
| MATH 101 | Precalculus I | 3 |
| MATH 102 | Precalculus II | 3 |
| MATH 201 | Calculus and Analytical Geometry I | 5 |
| MATH 207 | Introduction to Statistics | 3 |

## Domain 4: The Nature of Science (3-8)

Course Title
BIO 105 The Natural World
BIO 121 General Biology I
BIO 122 General Biology
BIO 23I Human Anatomy and Physiology I 4
BIO 232 Human Anatomy and Physiology II 4
BIO 365/HIST 365 Diseases in History 3
CHEM I05 Chemistry and Society 4
CHEM I2I General Chemistry I 4
CHEM I22 General Chemistry II 4
ES IOI Introduction to Environmental Studies 3
ES I05 Field Natural History 4
GEO IOI Physical Geography 3
GEOL 20I Geology 4
PHYS 103 Acoustics 3
PHYS I05 Physical Universe 4
PHYS III College Physics I 4
PHYS I2I General Physics I 4
Domain 5: Moral Reasoning (3-6)
Course Title
AMST/ENG 310 American Autobiography 3
EC $340 \quad$ Moral Foundations of Free Enterprise 3
HP 317 Spirituality in Patient Care 3
HP 45I Bioethics for Health Care Professionals 3
KIN 342 Ethics in Sport 3
MCOM 2II Media Ethics 3
PHIL IOI Introduction to Philosophy 3
PHIL I20 History of Western Philosophy 3
PHIL 130 Introduction to Medical Ethics 3
PHIL I50 Ethics and Society 3
PHIL/REL 225 Christian Social Ethics 3
PHIL/REL 3 II Asian Religion and Philosophy 3
PHIL 320 Aesthetics 3
PHIL 331 Philosophy of Nonviolence 3
PSCI 3II Organizational Leadership 3
REL IOI Introduction to Religious Thought 3
REL I IO The Global Context of Christian Leadership 3
REL 112 Christian Discipleship 3
REL 202 World Religions 3
REL 210 Introduction to the Hebrew Bible 3
REL 21।
Introduction to the New Testament
3
REL 25
Christian Spirituality
REL 332 Christianity and the African-American Experience

Domain 6: The Individual in Society (3-6)
Course Title Credit Hours

AMST 340 The I960's 3
CJ 201 Introduction to Criminal Justice 3
EC 211 Principles of Macroeconomics 3
EC 212 Principles of Microeconomics 3
ES 319 Environmental Policy and Programs 3
HIST I03 United States History I 3
HIST I04 United States History II 3
HIST III Thinking Historically 3
HIST 20I Historical Research 3
HIST 30I Historical Thought and Interpretation 3
KIN $350 \quad$ Sport and Exercise Psychology 3
MULT $203 \quad 2$
MULT $204 \quad$ History of Western Music II 2.5
MUTH 33I Psychology of Music 2
PHIL I20 History of Western Philosophy 3
PSCl IOI Introduction to Political Science 3
PSCl 201 American Government 3
PSCl 202 State and Local Government 3
PSCI $310 \quad 3$
PSCl 311 Organizational Leadership 3
PSY IOI General Psychology 3
REL IIO The Global Context of Christian Leadership 3
REL 2II Introduction to the New Testament 3
REL 220 A Survey of Western Christianity 3
REL 310 Judaism 3
REL 332 Christianity and the African-American Experience 3
SOC IOI Introduction to Sociology 3
SOC 210 Social Problems 3
SOC 295 Topics in Society and Culture 3
SOC 313 Social Interaction 3
SOC 315 Gender Issues 3
Domain 7: The Individual in the World (3-6)
(Every first-time, first-year student must complete FYS IOI)
Course Title

DA 47I History and Philosophy of Dance I
Credit Hours

ENG 235 Ancient World Literature 3
FR IOI Beginning French I 3
FR IO2 Beginning French II 3
FR 201 Intermediate French I 3
FR 202 Intermediate French II 3
FYS IOI Going Global: First-Year Seminar 3
GEO 202 Human Geography 3
GER IOI Beginning German I 3
GER IO2 Beginning German II 3
GER 20I Intermediate German I 3

GER 202
Intermediate German II
3
HIST IOI World Civilizations I 3
HIST 102 World Civilizations II 3
MULT 275 Survey of Western Music 3
MULT 361 Survey of World Music: South Asia/Middle East/Europe |
MULT 362 Survey of World Music: Sub-Saharan Africa/Caribbean
MULT 363 Survey ofWorld Music:The Americas |
MULT 364 Survey of World Music: Central, East and Southeast Asia |
PHIL/REL 225 Christian Social Ethics 3
PHILREL 311 Asian Religion and Philosophy 3
PSCI 204 Introduction to International Politics 3
PSCI 207 Communism, Fascism and Democracy 3
PSCI 209 Introduction to Comparative Politics 3
REL 112 Christian Discipleship 3
REL 202 World Religions 3
REL 220 Survey ofWestern Christianity 3
SPAN IOI Beginning Spanish I 3
SPAN $102 \quad$ Beginning Spanish II 3
SPAN $112 \quad$ Beginning Spanish for Health Care Practitioners 3
SPAN 201 Intermediate Spanish I 3
SPAN 202 Intermediate Spanish II 3
SPAN 30I Spanish Conversation 3
SPAN 302 Spanish Composition 3
TH 35I History of Theatre I 3
TH 352 History of Theatre II 3
*Some courses require auditions/prerequisites.

## Dual Enrollment

Students who have not completed a baccalaureate degree but are within 15 credits of completion, and who have earned a cumulative grade point average of at least 3.0, may enroll in graduate classes for which all prerequisites have been met.

Approval may be granted by the dean/director of the school/division in which the instruction is offered when the student files a written plan that projects completion of the baccalaureate degree within 12 months and when the student has applied for admission to a specific graduate program at Shenandoah University. All graduate credits undertaken must apply to the anticipated curriculum. Credits may be applied to either the undergraduate or graduate curriculum, but not to both.

The above policy does not apply to Shenandoah University-approved articulated seamless undergraduate to graduate degree programs.

## Program Time Limit

A full-time student should complete all degree requirements within six years of initial registration at Shenandoah. Stand alone undergraduate certificate requirements (not taken with an undergraduate program) should be completed within four years of initial registration at Shenandoah. Time extensions may be granted when approved by the senior vice president \& vice president for academic affairs.

## Second Degree Policy

A student who already holds a bachelor's degree from Shenandoah University may complete an additional degree. The student seeking the additional degree must request readmission to the university. There is no minimum credit hour requirement for an additional degree, but all curriculum requirements in effect at the time of re-admission must be completed. Upon completion of the additional degree, the student will receive an additional diploma and will be entitled to participate in commencement ceremonies.

A transfer student (whose bachelor's or first professional degree was not from Shenandoah University) must complete Shenandoah University's Requirements for Degrees as well as all major requirements. University-mandated general education requirements will be considered to have been fulfilled, but core requirements of individual academic units will be considered on a case-by-case basis. Requirements mandated by external accrediting agencies must be met.

## Program Continuity

Shenandoah University is committed to continuity and stability in its degree and program offerings. However, it may be necessary, from time to time, to modify or terminate program requirements, content or sequence of course offerings for various reasons. These include, but are not limited to, educational (including accreditation and certification) or financial reasons that the institution deems necessary or other reasons or circumstances beyond the control of Shenandoah University.

## Change in Curriculum

Students may change curriculum with the approval of the former and present academic advisors and school/division deans/directors. Students must complete a Curriculum Change Form, which is available from the Office of the Registrar.

Approved curriculum changes will become effective at the beginning of the first academic term after the form is received by the Office of the Registrar.

Students who change curriculum will have all previously-earned college-level credit reevaluated for applicability to the new curriculum.

Not more than 30 undergraduate semester credit hours earned as a visiting student may be applied oward an undergraduate certificate or degree program.

## Classification of Students

Students are classified academically at the end of each semester. Courses from other institutions that meet the requirements for transfer are included in determining a student's classification. All students enrolled in certificate programs are classified as freshmen.

Students enrolled in baccalaureate degree programs are classified as follows:

## Classification

Freshman
Sophomore
Junior
Senior

## Credit Hours Earned

0.00-23.99
24.00-53.99
54.00-83.99
84.00 or more

Visiting students (those students not formally admitted into a certificate or degree program) are not classified.

## Grading Scale and Quality Point System

The chart below shows the standard SU grading system. Individual schools, divisions or professors may elect not to give "+" or "-" grades, but must clearly state their policy in their student materials including course syllabus. Students should refer to the individual school or division sections of the academic catalog for additional information.

| Grade | Description | Percent | Grade <br> Value | Credits Included in GPA (Hours Graded) | Credits Earned |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A | Excellent | 93-100\% | 4.0 | Yes | Yes |
| A- | Excellent | 90-92\% | 3.7 | Yes | Yes |
| B+ | Good | 87-89\% | 3.3 | Yes | Yes |
| B | Good | 83-86\% | 3.0 | Yes | Yes |
| B- | Good | 80-82\% | 2.7 | Yes | Yes |
| C+ | Average | 77-79\% | 2.3 | Yes | Yes |
| C | Average | 73-76\% | 2.0 | Yes | Yes |
| C- | Average | 70-72\% | 1.7 | Yes | Yes |
| D+ | Below Average | 67-69\% | 1.3 | Yes | Yes |
| D | Below Average | 60-66\% | 1.0 | Yes | Yes |
| F | Failure | <60\% | 0.0 | Yes | No |
| W | Withdrew |  | 0.0 | No | No |
| S | Satisfactory Work |  | 0.0 | No | No |
| $\cup$ | Unsatisfactory Work |  | 0.0 | No | No |
| 1 | Incomplete |  | 0.0 | No | No |
| AU | Audit |  | 0.0 | No | No |
| NC | No Credit Course |  | 0.0 | No | No |
| TR | Transferred |  | 0.0 | No | Yes |

Students must officially withdraw from a class or from school to receive a grade of "W."
Incomplete: If, because of illness, emergency or reasonable cause, a student cannot complete the required work for a course, he/she may request the assignment of an " 1 " (incomplete) for the course. If the instructor in the course and the student's school dean approve the request, then the student and the instructor shall enter into a written contract for the completion of the coursework. This contract is available in the Registrar's Office. The contract shall stipulate what work is required for completion of the course, the date that the work must be completed (in no case later than the drop/add period of the next academic semester after the incomplete is assigned), and the grade to be given if the coursework is not completed. If no grade has been submitted by the drop/add date of the next academic semester, the registrar will change the grade from "I" to "F".

## Grade Changes

The instructor of a course and/or the Vice President of Academic Affairs (VPAA) are the only persons authorized to change a grade and may do so only with approval of the school dean/director. Grade change forms are available from the school dean's/director's office or the Registrar's Office. Requests for recalculation of grades must be submitted to the school dean no later than the last day of classes in the semester following completion of the course. In no case may a grade be changed after one calendar year without the permission of the VPAA.

## Calculation of Grade Point Average

Each grade is assigned a numerical grade value (see previous page). This numerical equivalent is used to determine how many "quality points" a student receives for each course. To calculate quality points earned for each course, multiply the number of credit hours for the course times the grade value of the letter grade received. The grade point average (GPA) is then determined by dividing the total number of quality points earned by the total number of attempted credits graded. GPAs are reported to the third decimal point and are not rounded up or down.

## Posting of Grades, Mid-Semester Grades and Distribution of Grades

Midterm and final course grades will be posted within three business days after the final exam or final class meeting.

Mid-semester grades will not be recorded on the student's permanent academic record and will have no bearing on academic status.

Mid-term and final semester grades and grade point averages are provided to students, faculty advisors and school deans/directors via the online portal. Hard copies of grade reports can be made available in certain circumstances by special request to the Registrar's Office.

## Final Examinations

Final examinations shall be scheduled by the registrar and may not be altered in time or place without permission of the senior vice president \& vice president for academic affairs. Any requests for exceptions must go first to the dean or director who will make a recommendation to the senior vice president \& vice president for academic affairs.

The final examination period is part of the instructional time of the semester. If no final examination is administered, the time will be used for other educational activities for the members of the class.

## Rescheduling Coursework in the Event of a Campus Closure

In the event of a campus closure, causing faculty to miss contact hours, faculty have several options:
I. Faculty may hold class during the scheduled time for make-up that appears with the closure notice or within another mutually defined time through consultation with the deans/directors. Faculty should follow their standard attendance policy.
2. Faculty may reorganize their syllabus to absorb content and classroom work through regularly scheduled classes.
3. Faculty may use digital means to hold class, either synchronously through teleconferencing, chatting or discussion boards; or asynchronously through Blackboard course management system, web pages or some other means. Faculty should follow their standard attendance policy and make allowances to complete work at a later date if students do not have access to the Internet.
4. Faculty may offer an assignment in replacement of the contact hours. These assignments could include quizzes, papers, podcasts, research assignments, etc.

## Rescheduling Exams in the Event of a Campus Closure During Final's Week

In the event of a campus closure during the week of finals, faculty have several options:
I. Faculty may offer students the option to take the final either on the date for make-up that appears in the closure notice or within another mutually defined time through consultation with the dean/director to be no later than the add/drop period of the following semester. The university will follow the schedule as outlined for the day it closed. Faculty will have to coordinate with their department to find exam locations for returning students who wish to take the exam at the beginning of term.
2. Faculty may offer the exam as a take-home exam or use distance-learning means to have the students submit their final work (i.e. online exams through Blackboard, podcasts of performance or presentations, web page creations, power point presentations, etc.).
3. Faculty may change the final exam assignment to something that can be done through digital means, such as a paper or a podcast.
4. Faculty may offer their classes the option of reassigning different weights to already completed coursework (e.g. quizzes, exams, papers, portfolios, projects, presentations, etc.), thereby forgoing the final. However, if a student wants to take a final exam, faculty must grant that request and offer the student the option to do so within the time specified in \#I.

## Academic Standing

The minimum graduation requirements for students enrolled in a baccalaureate degree program at Shenandoah University are the completion of 120 credit hours with a minimum grade point average of 2.0 on a 4.0 scale. Assuming that a student wishes to complete a degree in the standard four years, they would need to complete 15 credit hours per semester with a 2.0 cumulative grade point average. As some programs require a student to complete more than 120 credit hours, and some students choose to pursue their education on a less than a full-time basis, students should plan accordingly for this extended period of time.

Students who have difficulties in the initial hours of enrollment at Shenandoah frequently make sufficient improvement in subsequent coursework to overcome their deficit in grades or credit hours or both. For this reason, Shenandoah has set a rising scale of minimum requirements for the successive completed credit hours, shown in the chart below, for determining the conditions under which a student may continue their education.

## Credit Hours Graded *

1.00-23.99
24.00-53.99
54.00 and above

## Minimum Cumulative GPA

1.6
1.8
2.0
*Credit Hours Graded includes transfer credit hours transferred in to student's program of study.
Turning Point Program: any student failing to reach at least 2.0 GPA for a term or as a cumulative GPA must enroll in the Turning Point Program. The program is offered through the Academic Enrichment Center.

## Academic Probation

Students are placed on academic probation when their GPA does not meet the minimum standards. Students on academic probation meet with the Academic Review Board and are placed into the Turning Point Program. The program is offered through the Academic Enrichment Center and has mandatory meetings with tutors and advisors and may require the student to take a reduced load.

Students remaining on probation for two consecutive terms may be subject to academic suspension.

## Academic Suspension and Dismissal

I. After two semesters on probation, students may be academically suspended from the university.
2. Students suspended from the university shall remain out of school for a period of at least one academic semester and no longer than one year. Students not attending for a period of more than one calendar year (a calendar year starts on the day after the student's last term of registration) will need to re-apply for admission.
3. After that semester, a student can petition for reinstatement through the dean or director of the school or division and senior vice president \& vice president for academic affairs.
4. If reinstated, the student must achieve at least a 2.0 GPA in the returning semester and must be a full-time student. Failure to meet this condition shall result in academic dismissal.

## Condition of Dismissal

Only under justifiable conditions shall a petition for reinstatement be considered, and then only after a period of one calendar year from the date of dismissal.

## Social Suspension or Dismissal

Students suspended or dismissed for social reasons will receive a grade of "W."

## Academic Honors

## Dean's List

Students enrolled full-time in baccalaureate degree programs who have attained a term grade point average of 3.25 with no grade below "C-" will be placed on the Dean's List of honor students. The Dean's List is calculated for fall and spring semesters.

## Graduation Honors

All candidates for baccalaureate degrees are eligible for honors based on the cumulative grade point average for any credits earned after initial registration at Shenandoah University. The grade point averages required for undergraduate academic honors are:
3.900 - Summa Cum Laude, with highest praise
3.700 - Magna Cum Laude, with great praise
3.500 - Cum Laude, with praise

Gold cords are worn by students graduating with honors. Honors for the graduation ceremony are calculated at the end of the fall semester prior to graduation and are listed in the program. Final honors are calculated with the spring semester grades and appear on the transcript and diploma.

## Student Participation in Commencement Ceremony

Recognizing that there are times when certain students are unable to complete all degree requirements in time for commencement, students may participate in the commencement ceremony at any time after their degree requirements have been met or as specified below. In fulfillment of this policy, the following guidelines apply:
I. Shenandoah University's commencement ceremony is scheduled in May.
2. A student may "walk" in the May ceremony, if he/she has attempted enough credits required for completion of his/her degree program minus six in the semester of commencement. Exceptions may be approved only by the senior vice president \& vice president for academic affairs.
3. Only students who have fulfilled all degree requirements will be eligible for class honors. Honors for the commencement program in May are calculated at the end of the fall semester prior to graduation. For those who complete requirements after the May ceremony, honors are calculated at the end of their final term and will appear on their transcript and diploma. Their honors will also be eligible for inclusion in the commencement program the following May.
4. For each degree earned, students may participate in one commencement ceremony. Accordingly, their name may be printed one time, for each degree earned, in the commencement program.

## Degree Conferrals and Diplomas

The degree conferral date is the last day of each term. However, verification of conferral eligibility may be completed within four weeks after the last day of the term. A student's transcript will not show the degree conferral until this verification has been completed. If a student's eligibility for conferral cannot be determined within that four-week period, the student will be required to reapply for graduation in the subsequent term.

Diplomas will be mailed to the address provided by the student on his/her graduation application within six to eight weeks after graduation, as long as all academic requirements have been verified and the student has met all necessary obligations and requirements to the university.

## Transcripts and Student Records

Shenandoah University accords to students all rights under the law. No one outside the institution shall have access to, nor will the institution disclose any information from, students' education records without the written consent of students, except to personnel within the institution, persons or organizations providing student financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order and persons in an emergency in order to protect the health or safety of other persons. All these exceptions are permitted under the Family Educational Rights and Privacy

Act of 1974. School policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar and in the Student Handbook.

Official transcripts of a student's record may be released to a third party only upon receipt of written authorization from the student. Requests for transcripts, certifications, and other similar information will not be honored unless all financial obligations due the university are satisfied. Financial obligations include, but are not limited to, items of tuition and fees, overdue library materials and unpaid library fines, checks returned to the bookstore and musical instruments that have been loaned and not properly returned to the Conservatory.

## Non-discrimination

Shenandoah University does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, age, physical or mental disability, veteran status or sexual orientation.

## Student Rights

Shenandoah affirms the right of academic freedom for the university community. Freedom of assembly, freedom of the press and freedom of speech are constitutional rights. Shenandoah reserves the right to specify the time, place and manner of the exercise of these rights on university facilities. Shenandoah insists that every member of the university community abide by the laws of the United States, the Commonwealth of Virginia and established institutional rules and regulations.

Members of the university community should be aware of the inherent responsibility of free speech and the possible consequences when free speech is used as a license to disrupt the normal academic activities of the institution. Demonstrations that disrupt normal activities of the institution will not be tolerated at Shenandoah. Any student who participates in any form of disruptive action is subject to immediate interim suspension and lawful prosecution in the courts. Shenandoah does not at any time tolerate and will not permit uninvited persons to remain on campus for the purpose of inciting students to disruptive activity. Any such person on campus will be prosecuted to the fullest extent of the law.

Students must make themselves aware of the philosophy, standards and rules of Shenandoah as contained in both the academic catalog and Student Handbook. Criticism and suggestions are always welcomed; however, threats, disturbances, force of any kind by a single student, a minority or majority will not be tolerated. The trustees, administration, faculty and student body all have the obligation to protect the rights of students to the peaceful and orderly use of its resources, personnel and facilities.

Shenandoah affirms the basic constitutional rights for all students and faculty. No student will be summarily dismissed without proof and a hearing. Each person subject to a hearing must be informed of the charges prior to that hearing. Witnesses may be called in the student's defense. Witnesses should be identified and reference should be made to the university's rule violated and the possible severity of such charges. The final authority in all hearings rests with the president as delegated to him/her by the Board of Trustees.

Shenandoah affirms the right of every person to privacy in his/her room. A student's room will only be entered for inspections or if there is reason to believe a school regulation has been violated. Emergency inspections may be made anytime by the vice president for student life, the associate vice president/director of residence life and/or the director of residence life, director of public safety or the president.

Shenandoah affirms the right of each student to study or practice without undue restriction or disruption. It is the responsibility of Shenandoah to provide an atmosphere within its residence halls, library and practice areas that is conducive to study.

Shenandoah believes all disruptive action should be controlled from within the Shenandoah community without involvement from outside authorities; however, if such instances should occur where outside enforcement of basic laws is necessary, local law enforcement agencies will be contacted.

## Protecting Student's Privacy Rights

## Annual FERPA Disclosure

Annually, Shenandoah University provides information to students concerning their rights under the Family Educational Rights and Privacy Act of I974, as amended (FERPA). This act was designed to protect the privacy of education records and afford students certain rights with respect to their education records.

## FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012 , the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities ("federal and state authorities") may allow access to your records and PII without your consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to your education records and PIl without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain and share without your consent Pll from your education records, and they may track your participation in education and other programs by linking such PIl to other personal information about you that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

## Definitions

For the purpose of this policy, Shenandoah University has used the following definitions of terms:

Student - any person who attends or has attended Shenandoah University
Education records - any record (in handwriting, print, tapes, film or other medium) maintained by Shenandoah University, or an agent of the university, which is directly related to the student.

Education records, as defined by FERPA, include, but are not limited to:

- GPAs, transcripts, and final course grades
- Admissions materials
- Financial aid records
- Disciplinary records
- Attendance records
- Academic counseling records

Exceptions to the definition of education record include:
I. A personal record kept by a staff member if it is kept in the sole possession of the maker of record and is not accessible or revealed to any other person except a temporary substitute for the maker of record.
II. An employment record of an individual, whose employment is not contingent on the fact that he/she is a student, provided the record is used only in relation to the individual's employment.
III. Records maintained by Shenandoah University if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and the Unit does not have access to education records maintained by the university.
IV.Records maintained by the Wellness Center if the records are used only for treatment of a student and made available only to those persons providing the treatment.
V. Alumni records which contain information about a student after he/she is no longer in attendance at the university and which do not relate to the person as a student.

Under FERPA, students have the following rights:
I. The right to inspect and review their education records within 45 days of the day the university receives a request for access.

## Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate custodian. Students should submit to the record custodian, or an appropriate university staff person, a written request which identifies as precisely as possible the record (s) he/she wishes to inspect. The record custodian, or an appropriate university staff person, will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access
must be given within 45 days or less from receipt of the request. When a record contains information about more than one student, the student may inspect only the records which relate to him/her.

## Right of the University to Refuse Access

Shenandoah University reserves the right to refuse to permit a student to inspect the following records:

- The financial statement of the student's parents;
- Letters and statements of recommendation for which the student has waived his/her right of access, or which were placed in the file before January I, I975;
- Records connected with an application to attend Shenandoah University, or a component unit of Shenandoah University, if that application was denied;
- Those records which are excluded from the FERPA definition of education records.


## Refusal to Provide Copies

Shenandoah University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations: I) the student has an unpaid financial obligation to Shenandoah University; or 2) there is an unresolved disciplinary action against the student.
2. The right to request an amendment to any education records the student believes are inaccurate or misleading, and the right to request a hearing if the request to correct an alleged inaccuracy is denied. (This is different from disputing a grade received in a class. Please refer to "Academic Appeals Policy: Grievance of a Grade" further in this section.)

## Correction of Education Records

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:
I. A student must ask Shenandoah University to amend a record. In so doing, the student should identify the part of the record he/she wants changed and specify why he/she believes it is inaccurate, misleading, or in violation of his/her privacy or other rights.
II. Shenandoah University may comply with the request, or it may decide not to comply. If it decides not to comply, the university will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights.
III. Upon request, Shenandoah University will arrange for a hearing and notify the student, reasonably in advance, of the date, place and time of the hearing.
IV. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals.
V. Shenandoah University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
VI. If the university decides that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, it will notify the student that he/she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
VII. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the university discloses the contested portion of the record, it must also disclose the statement.
VIII. If the university decides that the information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing, that the record has been amended.
3. The right to provide written consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. FERPA allows schools to disclose records, without written consent, to the following parties or under the following conditions:

- SU school officials who have a legitimate educational interest in the records. A school official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position; or a person employed by or under contract to the university to perform a special task, such as an attorney or auditor. A school official has a legitimate educational interest if the official is: I) performing a task that is specified in his/her position description or by a contract agreement; 2) performing a task related to the student's education; and/or 3) performing a task related to the discipline of a student.
- Officials of another school, upon request, in which a student seeks or intends to enroll;
- To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- Organizations conducting certain studies for or on behalf of the university;
- Accrediting organizations to carry out their functions;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate parties in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law, or if required by a state law requiring disclosure that was adopted before November 19, 1974;
- To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by $S U$ to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue, SW
Washington, DC 20202-5920
Phone: I-800-USA-LEARN (I-800-872-5327)

## Types, Locations and Custodians of Education Records

The following is a list of the types of records that the university maintains, their locations, and their custodians (Type/Location/Custodian):

- Admission Records/Admissions Office/Director of Admissions
- Cumulative Academic Records/Registrar's Office/Registrar
- Health Records/Wellness Center/Wellness Center Director
- Financial Records/Business Office/Vice President for Administration and Finance
- Placement Records/Career Activities Center/Director of Student Activities
- Progress Records/Office of the Dean/Director of each School/Division/Dean or Director
- Disciplinary Records/Student Programs Office/Vice President for Student Life
- Occasional Records/The appropriate official will collect such records, direct the student to their location, or otherwise make them available for inspection and review./The university staff person who maintains such occasional systems records. (Student education records not included in the types above such as minutes of faculty committee meetings, copies of correspondence in offices not listed, etc.)

Shenandoah University is fully committed to protecting the privacy of student's education records.

## Parental Rights Under FERPA

Parental access rights under FERPA can be summarized as follows: At the postsecondary level, parents have no inherent rights to inspect their student's educational records; the right to inspect is limited solely to the student. When a student reaches the age of I8 or begins attending a school beyond the high-school level, regardless of age, FERPA rights transfer from the parent to student. SU may release student information to parents only if:

- The student provides written consent by completing the Consent to Release Education Records form and submitting it to the Registrar's Office. This form will be kept as part of their permanent record.
- The student is claimed as a dependent for federal income tax purposes. The parent would need to provide the registrar with a certified copy of their most recent Federal Income Tax Form verifying the student's dependency status.
- There is a health or safety emergency.
- The student is under 2 I and has violated an SU rule related to alcohol or controlled substances.

If parents have their student's written consent for access, or if the student can be claimed as a dependent (as outlined above), questions about registration, final grades received, GPAs, graduation, and similar issues should be directed to the Office of the Registrar. For security purposes, grades cannot be provided over the telephone, by fax, or sent by e-mail, as these processes cannot guarantee a completely secure transmission of the student's grades to the intended third parties. Also note that requests to discuss information in the student's educational record will require certain information to be provided for cross-check verification.

Restrictions or permissions related to the sharing of educational records extend to Shenandoah alumni, as well, so any requests a student makes will remain in effect indefinitely, unless the student submits a change, in writing, to the Registrar's Office.

The information above is only a brief summary of the detailed federal law. For more information, please visit http://www2.ed.gov/legislation/FedRegister/finrule/20084/I20908a.pdf.

## Directory Information

Under FERPA, Shenandoah may release "directory information" about students without first obtaining student's consent. Directory information is defined as information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. At Shenandoah, directory information includes the following:

- Student name, address, telephone number and e-mail address
- Date and place of birth
- Participation in officially recognized activities and sports; weight and height of members of athletic teams
- Major field of study, dates of attendance, degrees and awards received
- Most recent previous school attended
- Photograph or video clip

The university may disclose any of those items listed above without prior written consent, unless notified in writing to the contrary. Students may opt out of sharing directory information by completing the Request to Withhold Directory Information form in the Registrar's Office. However, students are urged to think carefully about such a request. If a request to withhold directory information is made, school officials will not be able to publish news releases about student achievements, include student information in articles about sports achievements, print student's information in the commencement program, or verify student's degree or status to potential employers, insurers or lenders, for example. The university's withholding of directory information may have unexpected or undesirable ramifications. Please contact the Registrar's Office for more information.

Please understand that restrictions on directory information also extend to Shenandoah alumni, so any requests a student makes will remain in effect until he/she submits a change,
in writing, to the Registrar's Office. SU assumes no liability for honoring student requests to withhold directory information.

## Accommodations of Persons with Disabilities Policy

As part of Shenandoah University's commitment to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university recognizes and adheres to the mandates of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of I990. It is the policy of Shenandoah University that no otherwise qualified individual is denied reasonable and appropriate access to or participation in any program or activity of the university because of a disability. Pursuant to this policy, the university's Disabilities Services Office is a resource for students, faculty and staff. Any individual who believes he/she has a disability covered under disability laws may provide the requisite documentation and request accommodations and resources from Disabilities Services.

## Disability Grievance Procedure

Any university student who believes that he/she has been subjected to discrimination on the basis of disability by being denied academic access or accommodations required by law shall have the right to invoke the grievance procedure. This procedure is designed to address disagreements or denials regarding requested services, accommodations, or modifications to university academic practices or requirements.

## Step One

In the event that specific complaints arise regarding the university's compliance with the Americans with Disabilities Act of 1990, the director of disability services will, at the request of students, faculty or staff, review the procedures implemented and seek to resolve the matter informally. To the extent that the complaint(s) cannot be resolved informally, the following procedures shall be employed in order to address the grievance formally.

## Step Two

I. A student wishing to file a complaint shall submit a written grievance to the director of disabilities services within 30 calendar days of the event(s) triggering the grievance. The written grievance must include:
a. a clear statement of the university rule, regulation, policy, and/or action of which the student complains;
b. the date of any action which the student is appealing;
c. a summary of the action(s) which the student has taken to resolve the matter informally;
d. documentation which supports the grievance.

The director will forward this to the appropriate administrator as designated by the president.
2. The appropriate administrator shall meet with the student within five class days of the receipt of the grievance to gather data and attempt resolution.
3. If this meeting does not resolve the grievance, the appropriate administrator shall
conduct an informal investigation of the grievance. In cases where the grievance is about the conduct or requirements of a course or an academic program, the appropriate administrator shall consult with the faculty member responsible for the affected course or academic program, and meet with and seek advice from the Advisory Committee on Disability Issues, consisting of at least one faculty representative from each school and one student. One of the faculty participants must be from the school responsible for the course or academic program from which the grievance originated.
4. The appropriate administrator shall furnish a written response to the grievance no later than 15 class days of the meeting with the student. The written response shall be mailed to the student by certified mail, return receipt requested.

## Step Three

I. If the student is not satisfied with the written response from the appropriate administrator, he/she may present the grievance in written form to the senior vice president \& vice president for academic affairs within 10 class days after the receipt of the response from the appropriate administrator.
2. The senior vice president \& vice president for academic affairs or designate shall, within 15 class days after the receipt of the grievance, schedule and conduct a meeting with the student and other persons involved in the grievance.
3. After the investigation is complete, the senior vice president \& vice president for academic affairs or designate shall issue a written answer to the complainant within 15 class days from completion of the meeting(s) with the student and other persons.
4. If the grievance involved conduct or requirements of a course or academic program, a copy of the written decision of the senior vice president \& vice president for academic affairs or designate shall be provided to the Advisory Committee on Disability Issues, the dean and the department head in the school involved and to the professor of the course.
5. The director of disabilities services shall maintain the files and records relating to the complaints filed.
6. The right of a person to prompt and equitable resolution of a grievance shall not be impaired by the person's pursuit of other remedies such as filing a complaint with a responsible federal department or agency. Although individuals have the right to pursue appeals through external channels, they are encouraged to use internal mechanisms to resolve disagreements.

## Step Four

If the senior vice president \& vice president for academic affairs or designate is unable to offer a satisfactory resolution, the student may appeal to the president of the university, whose decision is final.

## Student Behavior

## Class Attendance

Instructors will provide students with a written statement of the class attendance requirements governing that course and the consequences for violating these requirements. After the written statement has been made available, consequences of class absences may
include, but are not limited to, a reduced or failing grade. Students who are absent from classes are held responsible for all materials covered and assignments regardless of the reason for absences. If a school, college or division has its own attendance policy, instructors must follow that policy. When the student is not in compliance with the course attendance policy, it is the instructor's responsibility to notify the registrar.

Upon recommendation of the instructor to the dean or director of an academic program, a student with excessive absences (defined as five 50-minute, three 75-minute, or two 150minute classes in succession or 30 percent of all class meetings by mid-term or after) may be administratively withdrawn from a class.

Instructors are encouraged to excuse students officially representing Shenandoah University for events including, but not limited to, participation in a sporting event, concerts and performances. However, it is the student's responsibility to inform the instructor of the absence in a timely manner and to make arrangements for the information missed in the course. The coach or instructor of the event should also notify the course instructor of the absence, but the responsibility lies with the student to inform the instructor. Every effort should be made by the student to avoid excessive absences that may compromise mastery of the course material and successful completion of the course. The instructor retains the right to deny an absence if it is felt the absence would be counterproductive to mastery of the material and successful completion of the course.

## Student Conduct in Class

Classes are conducted in a manner that provides academic freedom of expression for the student, but instructors need not tolerate physical or other disturbances that disrupt teaching sessions. For justifiable cause, the instructor may dismiss a student from class for a definite or indefinite period of time. Such action is reported to the senior vice president \& vice president for academic affairs. The student dismissed from class on disciplinary grounds may appeal to the senior vice president \& vice president for academic affairs for review of the incident for the purpose of possible readmission to class.

## Academic Review Board

The Academic Review Board hears course grade grievances and dismissal appeals. It also monitors academic probation and assigns students to the Turning Point program. The Academic Review Board will be made up of no fewer than five members and may include the senior vice president \& vice president for academic affairs (chair), vice president for student life, the dean of the College of Arts \& Sciences, the dean of the School of Business, the dean of the School of Pharmacy, the dean of the Conservatory, the director of the Division of Nursing, the chair of Health Professions Council, the director of the Academic Enrichment Center, the registrar, and two faculty members appointed by Faculty Senate.

## Academic Honor Code

## Background

Shenandoah University's mission statement is to educate and inspire individuals to be thinkers, lifelong learners and ethical, compassionate citizens. To fulfill the university's mission, it is important to uphold the principles of academic integrity on campus. All students enrolled in courses at Shenandoah University must be held to the rigorous standards of academic honesty to ensure the attainment of knowledge necessary to become ethical and
compassionate citizens who can make responsible contributions to their community and career. The guidelines for academic integrity are outlined in the following Honor Code. The goal of the Honor Code is to promote individual and community responsibility, trust, academic integrity and honorable conduct.

## Article I. Honor Code

The Honor Code is the system of conduct of the university which reflects the core principles and values the university has established regarding individual responsibility and matters involving honorable conduct and academic integrity. The concept of honor may be defined in a variety of ways; however, at this university, the code prohibits lying, stealing and cheating.

## Article II. Responsibilities of Individuals

Undergraduate and graduate students, faculty and staff are responsible for upholding the Honor Code, being aware of the university's Honor Code procedures, and reporting any violations of the Honor Code, in accordance with Article VIII, within five business days of discovery of an alleged offense. Ignorance is not an acceptable defense for failing to follow the Honor Code.

## Article III. Responsibilities of the University

## Section I. Education

It is the responsibility of the Office of Student Affairs, Office of Academic Affairs and faculty to educate undergraduate and graduate students about the Honor Code and its position in the academic environment at the university; it is the responsibility of the dean or director, or their designee, to educate their respective faculty and staff of the Honor Code, its position in the academic environment, and the procedures in handling an Honor Code violation. To help accomplish this, the Honor Code is printed in the Student Handbook, undergraduate and graduate catalogues, and the Faculty Handbook. Within two weeks of the beginning of the semester, new students to the university will sign the Shenandoah University Honor Pledge (Form 5 and Appendix A) verifying they have read and agree to abide by the Honor Pledge and Code. Their signature will allow for their attendance within Shenandoah University.

## Section 2. Ongoing Education

A. During official orientation periods, the Office of Student Affairs, Office of Academic Affairs and faculty will meet with new students to explain the principles and procedures of the Honor Code. The Student Government Association, the administration, faculty and staff of the university are also jointly responsible for further education.
B. The Executive Board of the Student Government Association is responsible for having two copies of the Honor Code on reserve in the library and copies available upon request for students and other members of the university community, including parents.
C. All faculty members or instructors should have a statement regarding academic integrity and the Honor Code on their course syllabi.
D. A statement attesting to completing an assessment in full observance of the Honor Code may be placed on assessments at Shenandoah University at the discretion of the instructor or course coordinator.

## Section 3. Revisions

All non-editorial revisions to this Honor Code shall be approved by a majority of a joint meeting of the SGA Executive Board, the Honor Court and the Faculty Senate Executive Committee, whereupon the President's Executive Council will decide whether such changes will be accepted and recommended to the Board ofTrustees for their final action. All procedural issues shall be approved by the president except that any such issue contested by students or faculty shall be voted upon by the President's Executive Council.

## Article IV. Violations

## Section I. Cheating

Cheating is the selling, giving, receiving or attempted submission of unauthorized assistance or advantage in academic work, or any attempt thereof. Examples of cheating include, but are not limited to: unauthorized talking, signs, text messages, gestures from another student during assessments, quizzes or examinations; the unauthorized use of past quizzes, examinations, papers, study aids, notes, books, data or other information; looking at another student's assignment, quiz or examination. An assignment is any academic work, required or voluntary, submitted to an instructor for review or academic credit or any work, required or voluntary, submitted for use in a university-sponsored or other publication or in conjunction with a university-sponsored event or activity.

## Section 2. Plagiarism

Plagiarism is the presentation, oral or written, or copying of the language, structure, ideas, facts, data or thoughts of another person without proper acknowledgment, or submitting purchased work, or misrepresenting another's work as one's own. Examples of plagiarism include, but are not limited to: copying a passage straight from an article, website or book into a paper without quoting or explicitly citing the source, rewording someone else's work and using it as one's own work, or submitting an assignment that has previously been submitted at this university or at another institution for academic credit in a current course.

## Section 3. Falsification

Falsification is the willful and knowing representation of an untruth, uttered or presented verbally, electronically or in writing, as well as any form of deceit or fraud in an oral or written statement relating to academic or clinical work. Examples of falsification include, but are not limited to: lying to administration or faculty members regarding academic work; falsification of patient record, physician order or patient billing; misrepresenting a reference; falsifying of data or a citation; tampering with any university paper or electronic record by mutilation, addition, deletion or forgery; registration irregularity including violation of registration procedure designed to gain an advantage over other students; falsification of attendance records; false reason for being absent or late for quizzes, examinations or written or clinical assignment; taking a quiz or examination or completing an assignment in the place of another student; obstructing an investigation or hearing due to falsification; or lying to the Honor Court during investigations and hearings.

## Section 4. Tampering with Records

Tampering with records is the alteration or unauthorized possession of university records or any attempt thereof. University records include, but are not limited to: grade reports, transcripts, computerized records, examinations, papers, registration or attendance reports.

## Section 5. Forgery

Forgery is the imitating or counterfeiting of any academic or clinical document, signature or authorization.

## Section 6. Withholding Information

Withholding information is the failure to inform Academic Integrity Representatives, the Honor Court or faculty members of any and all information concerning Honor Code violations.

## Section 7. Breach of Confidence

As all proceedings investigating a violation of the Honor Code are confidential, any inappropriate disclosure of information pertaining to a potential Honor Code violation, including information discussed within the Academic Integrity Meeting and Honor Court proceeding, is considered to be a breach of confidence.

## Section 8. Academic Theft

Academic theft is the unauthorized removal or mutilation of academic material, which may deprive or prevent others from having equal learning opportunities. Such materials include, but are not limited to: print, film, tape, scores, recordings, classroom or lab supplies and electronic databases.

## Article V. Honor Code Sanctions

## Section I. Sanctions

If the accused is found guilty of an Honor Code violation, the Academic Integrity Representatives, in consultation with the faculty accuser, or the Honor Court may assign any of the following sanctions or a combination thereof:
A. Loss of Academic Credit - recommendation of any grade including, but not limited to, no academic credit on the assignment, quiz, examination or other type of assessment, in the course in which the violation relates, or in the course, or all courses in which the student is enrolled at the time of the violation.
B. Suspension from the Course or Shenandoah University - suspension from the course and/or university may take effect either during the semester in which the offense occurred or the following semester, excluding summer terms, as determined by the Academic Integrity Representatives or Honor Court. It may also be recommended the student receive failing grades in any or all of the courses in which the student was enrolled at the time of violation. The Academic Integrity Representatives or Honor Court will specify the time period for which the suspension will be in effect.
C. Dismissal from Shenandoah University - permanent dismissal of a student from the university.
D. The Academic Integrity Representatives or Honor Court may elect to choose a part of a sanction, to substitute another sanction, or to assign multiple parts of the sanctions they feel are more appropriate to the offense.
E. In addition to the primary sanctions, any of the following sanctions may be imposed:
I. Temporary or permanent loss of facility or campus privileges, visitation, housing or parking
2. Restitution and fines, as applicable
3. Revocation of awarded certificate or degree
F. All students convicted of an Honor Code violation will be subject to the following:
I. A written letter of reprimand will be sent to the student's current address with a copy sent to the student's program of study, in addition a letter will be placed in his/her permanent record that censures the Honor Code violation.
2. The student will be placed on honor probation for the remainder of their education at the university. The Office of Academic Affairs will keep a list of students on honor probation. An additional Honor Code violation while on honor probation will result in suspension or dismissal from the university.
a. Honor probation will be noted on the student's transcript for the following violations of the Honor Code: cheating, falsification, tampering with records, forgery and theft.
b. Honor probation may be noted on the student's transcript for the following violations of the Honor Code: plagiarism, withholding information, and breach of confidence. Academic Integrity Representatives or the Honor Court will determine if there is a notation on the transcript based on the student's intent when the violation was committed and the nature of the violation.
c. The honor probation will remain on the student's transcript until his/her departure from the university, at which time the student may petition the Registrar's Office, in writing, to request removal of this notation.
d. At the discretion of the Academic Integrity Representatives or Honor Court, a student found guilty of violating the Honor Code who was not directly involved in committing the violation may be exempt from having honor probation noted on the student's transcript.
G. Previous Honor Code violations shall not be considered during an Honor Code investigation, but will be considered for determination of sanctions for another Honor Code violation.

## Section 2. Criteria for Sanction Determination

The Academic Integrity Representatives or Honor Court will consider the following criteria in determining if and how the sanctions are to be applied:
A. Whether a violation of the Honor Code has occurred.
B. Whether the violation was committed purposely, willingly and with the knowledge of the accused.
C. Whether the student is on honor probation, or has a prior Honor Code violation.

## Article VI. Rights of the Accused

## Section I. Rights

An undergraduate or graduate student accused of an Honor Code violation has the following rights:
A. To be considered innocent until proven guilty.
B. To be represented by an advocate from the university, an employee or student, who is not a lawyer or a relative.
C. To seek guidance from his/her advocate and expect all such conversations to be kept in confidence.
D. To speak on his/her own behalf or to refuse to do so.
E. To receive written notification of all Honor Code violations alleged against him or her, and receive a copy of all evidence pertaining to the alleged Honor Code violation, at least one business day before the Academic Integrity meeting and two business days before the Honor Court proceedings.
F. Not to be convicted for one offense while being tried for another. A second charge requires a new and separate hearing.
G. To request that the Academic Integrity Representatives or Honor Court call forward any persons with information pertinent to the case.
H. To call into question the impartiality of any of the Academic Integrity Representatives or Honor Court officials no later than one business day before the Academic Integrity meeting or Honor Court proceedings. Failure to do so waives that right, except if proven that the information was found afterwards.
I. To be present and receive written notification of the Academic Integrity meeting or Honor Court's decision.
J. To decide who is present when a decision of the Academic Integrity meeting or Honor Court is handed down.
K. To face his/her faculty accuser and witnesses when the case is brought before the Academic Integrity Representatives or Honor Court.
L. To appeal decisions of the Honor Court, if criteria for appeal are met, within two business days after a decision is rendered.

## Section 2. End of Semester and Graduation Policy

End of Semester: if a student is accused of an Honor Code violation for which a decision has not yet been rendered, the faculty or course coordinator will assign the grade of Incomplete ('l') for the course. The grade will be reassigned once a decision is rendered on the Honor Code violation.

Graduation: if a student has met all other graduation requirements, but has been accused of an Honor Code violation for which a decision has not yet been rendered, he/she has the right to participate in the graduation ceremony. The student will not be granted a degree or receive a diploma until such time as he/she is exonerated by the Academic Integrity Representatives or Honor Court.

## Section 3. Violation of the Rights of the Accused

If the accused student feels that his/her rights, as described in Article VI, Section I, have been violated, he/she should file a written appeal to the Vice President for Academic Affairs within 48 hours of the Academic Integrity meeting or Honor Court proceedings, respectively. Any violation will be reviewed; any violation of the accused student's rights that may have influenced the findings of the Academic Integrity Representatives or Honor Court will result in a mistrial.

## Section 4. Presence at Any Hearings Involving Alleged Violation

A student accused of an Honor Code violation has the responsibility to be present at the Academic Integrity meeting and Honor Court proceedings investigating the violation of the Honor Code. If a student fails to accept notification of the Honor Code charge(s) or fails to be present at the Academic Integrity meeting or Honor Court session, the alleged violation will move forward with a verdict and sanctions, if applicable, being rendered based on existing evidence.

## Section 5. Summer Sessions

Students whose alleged offense occurs during the period between spring commencement and the first day of the fall semester classes and the violation cannot be resolved with their program's Academic Integrity Representatives, will be required to have their case heard by the Honor Court as soon as the Honor Court convenes for the fall semester.

## Article VII. Rights and Obligations of the Accuser

## Section I. Rights and Responsibilities of the Student Accuser

A student bringing charges of an Honor Code violation shall have the following rights:
A. To have any report of a violation confirmed by the instructor/coordinator of the course, if applicable, and the Academic Integrity Representatives.
B. To have his/her name kept confidential from any persons not involved in the Honor Code process.
C. To be represented by an advocate from the university, an employee or student, who is not a lawyer or a relative.

A student bringing charges of an Honor Code violation shall have the following responsibilities:
A. To follow and obey all policies and procedures of the Honor Code.
B. To cooperate with all investigations and proceedings related to the Honor Code violation.
C. To give honest and accurate testimony to Academic Integrity Representatives and Honor Court investigators, if needed.
D. To report any threats, harassment, retaliation or intimidation to the Academic Integrity Representatives or Convening Officer of the Honor Court.
E. To keep confidential all matters pertaining to the case.

## Section 2. Rights and Responsibilities of the Faculty Accuser

A faculty member bringing charges of an Honor Code violation, either as the accuser or the instructor/coordinator of the course in which the violation occurred, shall have the following rights:
A. To have any report of a violation confirmed by the Academic Integrity Representatives.
B. To be represented by an advocate from the university, who is not a lawyer.
C. To receive a copy of all evidence pertaining to the alleged Honor Code violation one business day prior to the Academic Integrity meeting and two business days before the Honor Court proceedings.
D. To be present at the Academic Integrity meeting and Honor Court proceedings as a silent observer, except during deliberations of the charge(s).
E. To be present or receive notification of the outcome of the proceedings, including sanctions if applicable, of an alleged Honor Code violation within two business days after a verdict is rendered.
F. To assign a grade of Incomplete ('l'), if applicable, to an accused student until a decision is rendered on the Honor Code violation.

A faculty member bringing charges of an Honor Code violation, either as the accuser or the instructor/coordinator of the course in which the violation occurred, shall have the following responsibilities:
A. To follow and obey all policies and procedures of the Honor Code.
B. To cooperate with all investigations and proceedings related to the Honor Code violation.
C. To appear and testify at the Academic Integrity meeting and Honor Court proceedings, if needed, when summoned.
D. To report any threats, harassment, retaliation or intimidation to the Academic Integrity Representatives or Convening Officer of the Honor Court.
E. To keep confidential all matters pertaining to the case.

## Article VIII. Honor Code Violation Notification Procedures

## Section I. Student accuser

A student suspecting another student of an Honor Code violation should voice their suspicions to the instructor/coordinator of the course, if the concern is related to a specific course, or to one of the Academic Integrity Representatives, if the concern applies to more than one course or to the program of study. A student has five business days to notify the instructor/coordinator of the course or an Academic Integrity Representative of the violation.

## Section 2. Faculty accuser

The faculty accuser is either a faculty member or Academic Integrity Representative who has knowledge of an alleged violation of the Honor Code or is making an accusation on behalf of a student accuser. An Academic Integrity Representative who is serving as the faculty accuser will not participate in the Academic Integrity Meeting as an officer to
determination of the merit of violation and sanctions, if applicable; the alternate Academic Integrity Representative will take part.

The faculty accuser will discuss the violation and evidence with an Academic Integrity Representative prior to a meeting with the accused student. The faculty accuser and Academic Integrity Representative will decide upon a date and time of the Academic Integrity Meeting that should not interfere with the accused student's course meetings.

Following the meeting between the faculty accuser and Academic Integrity Representative, the faculty accuser will conduct a private meeting with the accused student and present full evidence of the alleged violation. A faculty who suspects a violation of the Honor Code has five business days to notify the student after the meeting with the Academic Integrity Representative, unless there are extenuating circumstances. The accused student will be given adequate opportunity to respond to the accusation and evidence. The student will be informed of their rights and process of the Honor Code, will be asked to affix their signature to the Notice of Honor Code Violation form (form \#I) acknowledging the facts pertaining to the alleged violation and meeting, and will be provided with the date, time and place of the Academic Integrity Meeting (form \#2). The Notice of Honor CodeViolation form (form \#I) and evidence will be forwarded to the Academic Integrity Representatives following the meeting.

## Article IX. Academic Integrity Meeting

A. At the private meeting between the faculty accuser and the accused student, the student will be given written notification of the date, time and place of the Academic Integrity Meeting and told that ignorance of the Honor Code is not a legitimate defense (form \#2). The written notification will explain that failure to be present at the Academic Integrity Meeting will result in the alleged violation moving forward with a verdict and sanctions, if applicable, being rendered based on existing evidence. The Academic Integrity Meeting should take place within 10 business days of the student's notification of the Honor Code violation, unless there are extenuating circumstances. The faculty accuser will complete the Honor Code Violation form (form \#I) and give a signed copy of the form with all available evidence to the accused student. The accused student will be given the names of the Academic Integrity Representatives and told to contact those individuals with any questions or information pertaining to the meeting.
B. The faculty accuser will forward the Honor Code Violation Form (form \#I) and evidence to the Academic Integrity Representatives within one business day. If the student accuser presented their concerns to an Academic Integrity Representative, that representative will recuse themselves from directly determining guilt and sanctions, and the alternate Academic Integrity Representative will be utilized. The recused Academic Integrity Representative will participate in the Academic Integrity Meeting in the role of the faculty accuser.
C.Prior to the meeting, the Academic Integrity Representatives will investigate the merit of the violation, gather any pertinent information, obtain testimony from the student accuser, if applicable, and consider possible sanctions in consultation with the faculty accuser. Academic Integrity Representatives will consider any requests by the accused student for individuals to testify on their behalf if notified no later than two business days prior to the scheduled meeting. At least one business day prior to the meeting, a written copy of the alleged Honor Code violation and all evidence pertaining to the alleged Honor Code
violation will be available to the student, in the manner outlined by the Academic Integrity Representatives.
D. Within IO business days of the student receiving notice of the Honor Code violation, a meeting with the Academic Integrity Representatives, faculty accuser and the accused student will be conducted. The meeting will consist of the school, program or division's two Academic Integrity Representatives, the accused student and their advocate and the faculty accuser. Persons with information pertinent to the violation may be asked to testify as determined by the Academic Integrity Representatives; testimony from the student accuser will be taken prior to the meeting to maintain his or her anonymity to the accused. If the accused student fails to be present at the meeting, a verdict and sanctions, if applicable, will be rendered based on available evidence. One of the Academic Integrity Representatives will take minutes of the Academic Integrity Meeting.
E. At the meeting, the Academic Integrity Representatives will review the student's rights and present the alleged violation(s) and evidence, as well as the possible sanctions. The accused student will be asked to submit a plea, guilty or not guilty, and have the opportunity to respond to the alleged charge(s) and evidence. The Academic Integrity Representatives will hear all of the evidence and will determine if a violation of the Honor Code occurred in private deliberations. The student will be recalled to hear the decision in person in a time frame as determined by the Academic Integrity Representatives and within one business day.
F. If the Academic Integrity Representatives feel that an Honor Code violation did not occur or the evidence is not sufficient to support the alleged violation of the Honor Code, the allegations against the student will be dismissed regardless of the submitted plea.
G.If the Academic Integrity Representatives find evidence supporting a violation of the Honor Code occurred, the student will be notified of the decision and the sanctions, as determined and described in Article V., Sections I and 2. An Academic Integrity Representative will determine if the student is on honor probation prior to determining sanctions by contacting the Office of Academic Affairs. Students will have an opportunity to respond to the sanctions. The accused student will need to inform the Academic Integrity Representatives within two business days of their acceptance or non-acceptance of the decision and sanctions.

If the student pled:
I. Guilty and accepts the prescribed sanctions: the appropriate individuals will be notified of the sanctions and any stipulations as to how they are to be implemented, and a letter will be placed in the student's record and the student will be placed on honor probation, if a first violation of the Honor Code, as described in Article V., Section I, part F.
2. Not Guilty, but accepts the Academic Integrity Representatives' decision and sanctions: the appropriate individuals will be notified of the sanctions and any stipulations as to how they are to be implemented, and a letter will be placed in the student's record and the student will be placed on honor probation, if a first violation of the Honor Code, as described in Article V., Section I, part F.
3. Not Guilty and does not accept the prescribed sanctions: the student will be informed that the Honor Code violation will be reviewed by the Shenandoah University Honor Court. The rights of the accused student will be reviewed, as well as the process of the Honor Court proceedings.
4. Guilty, but does not accept the prescribed sanctions: the student will be informed that the Honor Code violation will be reviewed by the Shenandoah University Honor Court. The rights of the accused student will be reviewed, as well as the process of the Honor Court proceedings.
H.The Academic Integrity Representatives will submit the Meeting Outcome form (form \#3) to the Office of Academic Affairs within two business days of notification of the student's acceptance or non-acceptance of the decision and sanctions of the Academic Integrity Representatives. Included with this form should be: who attended the meeting, a summation of the charges, evidence, events of the meeting (including a timeline) and minutes, as well as the accused student's plea and sanctions, if applicable.
I. If the alleged violation is resolved and the student accepted the sanctions, the Academic Integrity Representatives should notify the appropriate individuals of how to implement the sanctions and inform them of any stipulations. The Office of Academic Affairs will notify the Registrar's Office if the student is to have honor probation placed on his/her transcript, if his/her first offense.
2. If the alleged violation is to be considered by the Honor Court, the vice president for academic affairs will determine the Convening Officer and the composition of the Honor Court within one business day of receiving notification from the Academic Integrity Representatives.

If the Honor Code violation has been resolved, the Academic Integrity Representatives will complete the Outcome of Honor Code Violation Proceedings form (form \#4) and submit to the Office of Academic Affairs within two business days after the Academic Integrity Meeting have concluded (after the student's acceptance or non-acceptance of the decision and sanctions, if applicable). This form should not be submitted if the alleged violation has been forwarded to the Honor Court. Information to be included on the form includes the type of violation, outcome and sanctions, if applicable; as well as the school, program or division of the student and the status of the student (undergraduate or graduate level, and year at Shenandoah University). No other student information or other identifiable information should be forwarded.

## Article X. Honor Court Procedures

Section 1. Preliminary Phase
A. Initiation of the Honor Court Process

When the Office of Academic Affairs receives the Academic Integrity Meeting Outcome and an Honor Court needs to be assembled, a Convening Officer and the student and faculty members of the Honor Court (including student investigators) will be chosen randomly from pre-selected undergraduate or graduate faculty and students by the vice president for academic affairs within one business day. The Convening Officer will be chosen randomly from three undergraduate or three graduate faculty depending on the course of study of the accused student. All information on the alleged violation of the Honor Code and
the chosen faculty and students for the Honor Court will be forwarded to the Convening Officer within one business day of being chosen. The Convening Officer will notify selected individuals of the need for convening the Honor Court.
B. Composition of the Honor Court

The Honor Court will be composed of the vice president for academic affairs, the Convening Officer, two undergraduate or graduate faculty, and three undergraduate or graduate students. In addition, two undergraduate or graduate student investigators will be randomly selected to review the existing evidence and investigate the alleged violation(s) from the pre-selected students, in consultation with the Convening Officer. Undergraduate accused students will have violations evaluated by Honor Court members from the undergraduate community; graduate accused students will have violations evaluated by Honor Court members from the graduate community. Individuals chosen for the Honor Court must excuse themselves from hearing a particular case if they feel that they cannot in good conscience act impartially.
C. Confirmation and Notification

The vice president for academic affairs will contact the accused student for notification of receipt of the information on the allegation(s) within one business day of its receipt. In addition, the student accused of violating the Honor Code will be notified by first class, registered mail with return receipt, postmarked within one business day. The notification letter is to include:
I. The date the alleged violation occurred, possible sanctions, an explanation of the accused student's rights, and the right to have an advocate from within the university.
2. The date, time and place of the Honor Code proceedings (at least 16 business days from day letter sent).
3. Information as to when the accused student can receive a copy of the alleged violation and evidence pertaining to the allegation.
4. A statement that ignorance of the Honor Code is not a legitimate defense.
5. An explanation that the Honor Court will begin an inquiry phase consisting of an investigation and a contesting of the facts.

If the accused refuses the notification letter, the case will move forward and a verdict and sanctions will be determined based on the available evidence at the Honor Court proceedings.

## Section 2. Inquiry Phase

A. Investigation
I. The Convening Officer will meet with the student investigators regarding the charges and existing evidence within two business days of receipt of the Honor Code violation. The Convening Officer will advise the student investigators in their responsibility and review the appropriate procedures for investigating the alleged violation. The student investigators will review existing evidence and gather any additional evidence from the accused student, the faculty accuser, the student accuser (if applicable), and any other pertinent individuals within IO business days.

If possible, interviews and evidence should be obtained in the presence of both investigators; if circumstances prohibit both investigators from being present, the interview or discussion should be audio-recorded.
2. The Convening Officer will insure that all information is obtained by the investigators within ethical bounds. In consultation with the Convening Officer, the student investigators will compile a summation of the evidence and determine the individuals who may be called for testimony during Honor Court proceedings based on their findings. This information will be available to the Convening Officer by the end of the 10 business day inquiry period. The Convening Officer will assure the accused student and faculty accuser receive a copy of the evidence and individuals who may be called for testimony within two business days of the Honor Court proceedings. The accused student and faculty accuser will be reminded of the confidentiality of the Honor Court process.
3. When the inquiry phase is concluded, no new evidence may be considered without the unanimous approval of the Honor Court. The student investigators will present the information to the Honor Court in closed proceedings and may call forward any person with pertinent testimony.
B. Honor Court
I. The Honor Court is composed of seven individuals: the vice president for academic affairs, the Convening Officer, two undergraduate or graduate faculty and three undergraduate or graduate students. Investigators will be present during the Honor Court proceedings, but will not be part of deliberations. Witnesses will be called for testimony only and will not remain present for all of the proceedings. The faculty accuser may be a silent observer during the Honor Court proceedings; the faculty accuser may not be present during Honor Court deliberations. The accused student may have an advocate from the university present that is not a lawyer or relative.
2. In closed proceedings, the Honor Court will hear all relevant testimony and evidence pertaining to the case, and will consider all of the available evidence in determining the facts, and outcome of the case. Each Honor Court member will be given a copy of the evidence at the onset of the proceedings. The vice president for academic affairs will first call the proceedings to order. At this time, an audio tape record of the Honor Court session will begin. The vice president for academic affairs will officiate over the court, and will explain the rights of the accused student, the possible sanctions if found in violation of the Honor Code, and then reconfirm the plea that has been entered by the accused.
3. If the plea has not changed, the faculty accuser will first present his/her charge(s) against the accused student. Next, the accused student will have the opportunity to respond to the charge(s) and evidence. The investigators will present all evidence and testimony before the court. No new evidence may be introduced during the proceedings by the investigators or the accused student, without the unanimous approval of the Honor Court.
4. The Honor Court members may ask questions of each witness. In addition, the accused or advocate will have the right to cross examine all witnesses as they are called by the investigators, and will retain the right to recall any witnesses.
5. The accused or advocate will then present his/her defense. The accused or advocate may call witness(es), as identified by the investigators during the inquiry phase, that he/she feels will support his/her defense. The accused or advocate may also call into question any evidence introduced in the case. After the accused or advocate has presented his/her side, the accused or advocate will rest his/her case.
6. The Honor Court members may ask questions of each witness, and the investigators will have the right to cross examine any witness(es) introduced by the accused or his/her advocate and will be allowed a rebuttal. No new evidence may be introduced during the rebuttal phase, although responses to arguments put forth in the case by the accused or advocate are allowed.
7. The vice president for academic affairs will ask for summation, which will be offered by the investigators and followed by the accused or advocate.
8. After all statements are made, the audio tape record will be stopped and the Honor Court will dismiss the investigators, the faculty accuser and the accused student and their advocate/counsel and will retire to deliberate and render a decision. The deliberation is to be held in secret with only members of that Honor Court present.
9. The Honor Court will consider all the facts before it and will render a decision as to whether or not an Honor Code violation has occurred based on a preponderance of the evidence. A majority of the Honor Court must agree for a decision to be reached.
10. If the Honor Court finds the accused Not Guilty, the Honor Court will recall the accused to appear before the Honor Court to hear the decision. The accused may waive the right to hear the decision in person, and may elect to be notified by registered US mail with signature confirmation. If the accused does not have any objections, the faculty accuser may be present for the decision; if they are not present, the Convening Officer will inform the faculty accuser of the outcome of the case within two business days. In situations when the accused is exonerated, a written record of the Honor Court process pertaining to that case will be kept in the Office of Academic Affairs. No record of the alleged violation will be placed in the student's permanent record. The accused student will be asked to sign the Meeting Outcome form (form \#3) at the conclusion of the proceedings.

I I. If the Honor Court reaches a verdict of Guilty, the Honor Court will recall the accused to hear the decision. The accused will be informed of the Honor Court decision and will be asked to present any information to the Court which may be considered when determining sanction(s). If the accused does not have any objections, the faculty accuser may be present for the decision; if they are not present, the Convening Officer will inform the faculty accuser of the outcome of the case within two business days. The Honor Court will then briefly retire to determine the sanction appropriate to the Honor Code violation(s); sanctions should be determined as described in Article V., Sections I and 2.
12. The Honor Court will then reconvene and announce the sanctions against the accused. In addition to the sanctions, a letter will be sent to the student's current
address, a copy will be sent to the program of study, and a copy will be placed in the student's record, as well as the student will be placed on honor probation, if a first Honor Code violation, as described in Article V., Section I, part F.The accused student will be asked to sign the Meeting Outcome form (form \#3) at the conclusion of the proceedings.
a. The Convening Officer should notify the appropriate individuals in how to implement the sanctions and inform them of any stipulations. The Office of Academic Affairs will notify the Registrar's Office if the student is to have honor probation placed on his/her transcript, if his/her first offense.
13. The findings of the Honor Court are final and the case will be considered closed. All records pertaining to the case will be sealed for a period of two years after departure from the university.
14. The Convening Officer will place the audio-taped recording in an envelope with his/her signature and date over the closure. A record will be kept of any individual who accesses the audio recordings. Audio-taped recordings will be kept in the Office of Academic Affairs until the student's departure from the university, if the student is found guilty of the violation(s).
15. The Convening Officer will complete the Outcome of Honor Code Violation Proceedings form (form \#4) and submit to the Office of Academic Affairs within two business days after the Honor Court proceedings have concluded (after the decision and sanctions, if applicable). Information to be included on the form includes the type of violation, outcome and sanctions, if applicable; as well as the school, program or division of the student and the status of the student (undergraduate or graduate level, and year at Shenandoah University). No other student information or other identifiable information should be forwarded.

## Article XI. Selection of Academic Integrity and Honor Court Officials

All faculty and students selected by peers to serve on the Honor Court will be confirmed by the President, who may remove persons for cause. Before committing to a potential role in the Honor Code proceedings, each faculty and student should understand the commitment and importance of their role in the process. If there is any hesitation or concern that the faculty or student cannot perform the potential duties for the designated time period, he or she should decline serving as a potential Honor Court member.

## Section I. Academic Integrity Representatives

A. The Academic Integrity Representatives for each school, program or division will be appointed by the dean or director each year. Each school, program or division will have two Academic Integrity Representatives and one alternate; if the college/school or program has multiple fields of study, more than one set of Academic Integrity Representatives may be appointed at the discretion of the dean or director.
B. One of the Academic Integrity Representatives will be the dean or director or their designee. A designee should be a faculty member within the school, program, or division who has attained career contract status.
C. The other Academic Integrity Representative and alternate will be a faculty member within the school, program or division.
D. All individuals serving as Academic Integrity Representatives will undergo training on the Honor Code process and their roles within the Code.

## Section 2. Convening Officer

A. The potential Convening Officers over the Honor Court will be faculty appointed by the Faculty Senate. Three undergraduate and three graduate faculty will be appointed for three-year staggered terms.
B. The Convening Officer will be chosen randomly by the Office of Academic Affairs when there is a need to convene the Honor Court. An undergraduate-level faculty will be chosen to preside over cases involving an undergraduate student and a graduate-level faculty will be selected to officiate over cases involving a graduate student. The Convening Officer will assemble the Honor Court and assure all procedures are followed as described in Article X . The Convening Officer is a voting member of the Honor Court. The Convening Officer will be a member of the Academic Oversight Committee.
C. All faculty appointed to this role will undergo training on the Honor Code process and their roles within the Code.

## Section 3. Academic Integrity Oversight Committee

A. The Academic Integrity Oversight Committee, consisting of the Convening Officers and the vice president for academic affairs, will be responsible for training Honor Code individuals; monitoring Honor Code allegations, violations and sanctions; promoting academic integrity on the Shenandoah University campuses; reviewing and monitoring the Honor Code, including compliance with the Code; and any other activities involving academic integrity.
B. The Vice President for Academic Affairs will supervise the Committee. Meetings of the committee should occur at least twice annually and additional meetings may be called by any member of the committee as situations arise.

## Section 4. Faculty Members of the Honor Court

A. Two faculty from each school, program or division will be chosen by the Faculty Senate in consultation with the school, program or division each year to serve as potential members of an Honor Court session. Undergraduate schools, programs or divisions will choose undergraduate faculty and graduate schools, programs or divisions will choose graduate faculty to serve on the respective Honor Courts.
B. Faculty will be appointed to the Honor Court prior to the conclusion of the Spring Semester to serve for the following academic year. By September 30th of the Fall Semester, chosen faculty will participate in training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee.
C. Two faculty will be chosen randomly by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level faculty will be chosen to participate in cases involving an undergraduate student and a graduatelevel faculty will be selected to participate in cases involving a graduate student. Faculty will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another faculty to serve for that particular case. Faculty members of the Honor Court are voting members.

## Section 5. Student Members of the Honor Court

A. Four students from each school, program or division will be chosen by the Student Government Association in consultation with the school, program or division each year to serve as potential members of an Honor Court session. Undergraduate schools, programs or divisions will choose undergraduate students and graduate schools, programs or divisions will chose graduate students to serve on the respective Honor Courts. Prospective students must have a G.P.A. of 3.0 or greater, be in good academic standing and have completed at least two semesters at Shenandoah University.
B. Students will be appointed to the Honor Court prior to the conclusion of the Spring Semester to serve for the following academic year. By September 30th of the Fall Semester, chosen students will participate in training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee.
C. Three students will be chosen randomly by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level students will be chosen to participate in cases involving an undergraduate student and graduate-level students will be selected to participate in cases involving a graduate student. Students will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another student to serve for that particular case. Student members of the Honor Court are voting members.

## Section 6. Investigators

Two students to serve as investigators will be randomly chosen from the pool of students eligible to serve on the Honor Court by the vice president for academic affairs when there is a need to convene the Honor Court. Undergraduate-level students will be chosen in cases involving an undergraduate student and graduate-level students will be selected in cases involving a graduate student. Students will be expected to participate in the Honor Court proceedings unless he/she feels he/she cannot be impartial in a particular case; at which point, they will be replaced by another student to serve for that particular case. Students serving as investigators will be not vote. Students will undergo training on the Honor Code policies and procedures by the Academic Integrity Oversight Committee and will be advised by the Convening Officer during an investigation.

## SU Policy for Revocation of Admission, Degree or Credit

There may be situations in which a student obtains entry to the university through misrepresentation, or is awarded academic credentials even though he/she failed to complete the requirements for those credentials, or obtain his/her academic credentials by deceit, fraud or other academic misconduct. Such situations may not be discovered until the student has left the university or received a degree or credit. Whether or not the student remains enrolled, the university reserves the right to revoke admission or degrees, decertify credit and seek return of any Shenandoah University certification that suggests the student successfully completed course work or requirements for a degree.

## Sexual Harassment and Sexual Misconduct

Shenandoah University is committed to sustaining an environment in which students, faculty and staff members may pursue their academic careers and assignments without being subject to verbal or physical harassment of any kind. Individuals who are in positions of authority with respect to students or other employees may not use their status to exploit others.

Recognizing that sexual harassment and sexual assault impede the educational process, SU is committed to investigating reports of sexual misconduct, to adjudicate them according to the policies of the university and to provide support to those who are the survivors.

## Sexual Misconduct Policy

Shenandoah University will not tolerate sexual misconduct when there is probable cause to believe the campus regulations prohibiting sexual misconduct have been violated. All members of the Shenandoah University community have a right to be free from sexual discrimination in the form of sexual harassment by any other member of the university community.

This policy applies to all Shenandoah University administration, faculty, staff, students, contractors and visitors. This policy is gender-neutral and applies equally to men and women.

## Adjudication and Sanction

A student or employee charged with sexual misconduct can be disciplined under the university's conduct code and may be prosecuted under Virginia criminal statutes. Even if the criminal justice authorities choose not to prosecute, university officials can pursue disciplinary action, which may result in dismissal from the university.

Please refer to the Student Handbook for comprehensive policy and procedures including definitions, the complaint policy and the appeals process.

## Academic Appeals Policy

## Purpose

The purpose of this process is to provide a means to resolve conflicts when students believe they have been treated improperly in a matter related to instruction, evaluation or other academic policy or practice. Misunderstandings or disagreements can often be settled informally. To this end, students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved as soon as possible. The appeals process described below is available in the event an information approach is unsuccessful.

## Exclusions

This policy does not cover claims of ADA or Honor Code violations, charges of sexual harassment or an allegation that a student's record is inaccurate or otherwise violates privacy rights. Any matters concerning ADA must be filed through the ADA officer. Shenandoah University's Honor Code Policy, Guidelines and Procedures are presented previously in this section. The Student Handbook and the Faculty Handbook contain detailed
information about SU's sexual harassment policy. Information concerning correction of academic records believed to be inaccurate, misleading or in violation of privacy rights are also covered earlier in this section under "Protecting Student's Privacy Rights."

## Guidelines

Charges of procedural violations or claims of illegal, unethical or discriminatory practice must be supported by verifiable evidence. An appeal must state the incident alleged to be improper and what remedial action is requested.

## Appeals of Academic Evaluation

Changing grades or otherwise modifying or reversing evaluative decision of the faculty will be done at the level of the vice president for academic affairs or Academic Review Board only in unusual circumstances. Evaluation of academic progress is rightly a matter of primary responsibility of the faculty member(s) involved and, at times and in certain programs, their colleagues. Any request to change a grade or other evaluation academic process must be supported by evidence the decision failed to follow proper procedure or was illegal, unethical or discriminatory.

## Timely Response

It is in the interest of all concerned that conflicts involving academic issues be resolved quickly and as close to the source of conflict as possible. It is expected that each person involved in the process will expedite the process, normally within 10 class days. This is intended to provide sufficient time for thoughtful consideration of all pertinent information. However, this timeframe can be extended by mutual agreement between the student and the member of the faculty, staff or administration involved. (At each step cited below, if the person to whom the complaint is made is not available, he/she may designate another appropriate person to act in his/her stead.) If the matter comes up at the end of the semester, and it is not reasonable to contact the party(ies) involved at that time, the appeal must be presented no later than the end of the Drop/Add period of the following semester.

## Grievance of a Grade

Students may grieve the misapplication of an instructor's grading policy for a course. Students cannot grieve the evaluation of student work by the instructor.

## Formal Academic Appeals Procedure

At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information.

## Step One

The student should make an appointment with the faculty of record to discuss the grievance and to seek resolution.

## Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution.

## Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director of the school to seek a resolution.

## Step Four

If dissatisfied, the student should make a written grievance to the vice president for academic affairs. The written grievance must state the reason for the request and any other supporting documentation. If the vice president for academic affairs sees merit in the grievance, he will assemble the Academic Review Board for a hearing. If there is no merit, the student will be notified that this ruling is final.

## Step Five

The Academic Review Board is a judicial hearing and has the ability to summon faculty, students, and staff for its hearing. The Academic Review Board's decision is final.

## Step Six

An appeal to the president can be made on procedural violations only.

## Student Complaint Policy

Shenandoah University affirms the right of students to bring forth complaints and is committed to resolving these matters in a fair, equitable and timely manner, so as to protect the rights of both the individual and the community.

This Complaint Policy applies to student complaints that are not addressed by the Academic Appeals Procedure, Americans with Disabilities Act, Honor Code, Student Conduct Code, Sexual Harassment Policy, student records policies, or any other existing formal procedure under which a complaint may fall.

Students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved in an informal manner.

If a satisfactory resolution cannot be reached informally, a student complaint will be heard and resolved by, to all extent possible, the senior faculty or staff member responsible for the area under which the complaint falls.

If satisfactory resolution is not reached at that level, a student may submit his/her complaint in writing to the vice president responsible for the area under which the complaint falls.

If satisfactory resolution is still not reached, a student may submit his/her complaint in writing to the president of the university, whose decision will be final.

Similarly, those outside of the university wishing to make a complaint against one of Shenandoah's students should attempt to resolve the issue directly with the student before moving to bring the issue to the attention of the appropriate dean/director or vice president.

## STUDENT EXPENSES

Students who register at Shenandoah University obligate themselves to the terms and conditions, financial and otherwise, stated in this publication. In the event an account becomes delinquent, the student is responsible for all collection costs associated with collection including attorney fees.

Fall term charges are due in full on or before August 15,2012 , and spring-term charges are due in full on or before December 15, 20I2, unless the student chooses to apply for the Shenandoah University Payment Plan. Students and/or parents must complete a Payment Plan application by July I to be eligible to participate. In addition, parents/students must meet acceptable credit standards. Summer term tuition charges are due at the time of registration.

Tuition and housing charges for the 20I3-14 academic year will be announced when approved by the board of trustees. The board of trustees reserves the right to alter the charge structure at any time.

## Undergraduate Tuition and Fees 2012-I3

Tuition: 2011-I2 Returning/2012-I3 New Students
Full-time Student (12-18 credit hours)
\$13,775/term
Part-time Student (I to | 1.5 credit hours) \$800/credit
Overload (Credits in excess of 18 credit hours) \$800/credit
Audited Courses \$265/credit
Tuition: Returning Students
Full-time Student (I2-I8 credit hours) \$13,265/term
Part-time Student (I to | 1.5 credit hours) \$774/credit
Overload (Credits in excess of 18 credit hours) \$774/credit
Audited Courses \$265/credit

## Curriculum Fees

Private Instruction in Classes (Other than Applied Music) \$825/credit
Clinical Fee \$175/course
Conservatory Fee
Full-time Student \$150/term
Part-time Student \$100/term
Technology Fee (Mandatory for all full-time undergraduate students) \$475/term
Applied Music Lessons
Major (one-hour) Lesson \$400/course
Minor (one-half-hour) Lesson \$275/course
Elective Major (one hour) Lesson
Elective Minor (one half-hour) Lesson
\$550/course
\$300/course
Studio Recording Fees
Recording Systems 2 (.5 credit) ..... $\$ 400$
Digital and Advanced (. 5 credit) ..... $\$ 400$
Music Production I (I credit) ..... $\$ 800$
Music Production 2 (I credit) ..... $\$ 800$
NCLEX Review (N-407) ..... $\$ 350$
Residence Halls
Room and Board/I9-Meal Plan ..... \$4,620/term
Room and Board/I5-Meal Plan ..... \$4,465/termRoom and Board/I O-Meal Plan$\$ 4,210 /$ termPrivate Room Surcharge\$550/term

## Explanation of Charges

Full-time Students: Students registered for 12 or more credits, including applied music lessons, are considered full-time.

Part-time Students: Students registered for less than 12 credits, including applied music lessons, are considered part-time.

Residence Halls:The residence hall rates include housing and meals. Meals are served in the campus dining hall seven days a week except during published vacation periods. Students are responsible for their own linens. Refer to Shenandoah University's website (www.su.edu) or the Student Handbook for more information.

## Shenandoah University Payment Plan

Students/parents must complete an application and be approved to participate in the SU Payment Plan. Applications must be completed annually and returned to the Office of Student Accounts by July I.Applications are available online at www.su.edu/Admissions and Aid, then select Student Accounts and then Payment Information. The SU Payment Plan, offered per term, consists of four equal payments due the 15 th of each month. Fall term payments are due August 15 through November 15 and spring term payments are due December 15 through March I5. A two percent set up fee is assessed per term payment plan. All payments received five days after the payment due date or later will be assessed a $\$ 10$ late payment fee.The SU Payment Plan covers tuition, applicable curriculum/mandatory fees and room and board only. Shenandoah University reserves the right to refuse any application. Participants whose accounts become delinquent will forfeit their eligibility to participate in the SU Payment Plan. In addition, students/parents are responsible for all collection costs associated with collection of delinquent accounts including attorney fees.

## Deposits

Undergraduate Advance Tuition Deposit: \$300
New students are required to remit an Advance Tuition Deposit by the date stipulated in the letter of acceptance from the Office of Admissions. This deposit is then credited to the student's account. Advance Tuition Deposits are non-refundable unless requested on or before May I. Refund requests must be made in writing to the dean of admissions.

Room Lottery Deposit (returning students only): \$100
Returning residential students are required to remit a Room Lottery Deposit in early April. Upon receipt of the Room Lottery Deposit, a room reservation will be made on a spaceavailable basis in order of receipt of deposit. Room Lottery Deposits are non-refundable.

## Residence Hall Damage Deposit: \$100

New residential students are required to pay a Residence Hall Damage Deposit.This deposit is a one-time charge and is fully refundable once the student graduates or moves off campus, provided no damages have been assessed and all financial obligations to the university have been met.

## Special Purpose Fees - Charged When Applicable

Application Fee for Degree/Certificate Seeking (\$30): A non-refundable application fee is required for admission. This fee must be filed with the Admissions Office before official action can be taken on the application. In the event that the applicant does not enroll at Shenandoah University within 12 months after the date of application, and seeks admission thereafter, a new application must be filed accompanied by an additional application fee.

Late Registration Fee (\$50): A late registration fee is assessed to any student registering on or after the first day of the term.

Parking Permit (\$1 I5/year): A parking permit is required of all students who plan to park a vehicle on university owned or leased property. Payment is due at the time the vehicle is registered with the Business Office. This fee applies to both residential and commuter students.

Withdrawal Fee (\$100): Charged to all students who withdraw from the university after the add/drop period and within the first 60 percent of the term.

Returned Check Fee (\$25): This fee is charged for any check returned to the university.
Student Services Fee (\$150/term): Mandatory for all full-time undergraduate students. This fee covers upgrading and purchasing fitness equipment, intramural and recreational activities, funding the 45 student clubs and organizations, year-end ceremonies and underwriting the cost of events and activities that build community and support learning.
A complete list of Special Purpose Fees is available online at www.su.edu.

## Personal Expenses

Incidental expenses connected with membership in some of the campus organizations, freshman orientation activities, travel, and personal matters cannot be estimated since individual situations vary. The estimated cost of textbooks and supplies is approximately $\$ 750$ per term.

The university does not operate a campus bank for students. An ATM is located in the Brandt Student Center.

## Withdrawal from the University

To withdraw from Shenandoah University at any time during the academic year, a student is required to obtain a Withdrawal/Leave of Absence form from the Office of Enrollment Management and Student Success. This form must be completed and returned to that office in order for the withdrawal to be processed in an accurate and timely manner.

## Tuition Refund Policy

Students withdrawing from the university during the published add/drop period will be fully refunded tuition, fees and housing charges.

For students withdrawing after the add/drop period, tuition will be prorated accordingly. The amount of tuition will be calculated on a prorated basis through the first 60 percent of the term. After 60 percent of the term has been completed, the student will be responsible for all tuition charges assessed and will not be eligible for a refund. Tuition charges and awarded financial aid will be prorated based on the withdrawal date provided by the student on the Withdrawal/Leave of Absence Form or the last date of attendance as recorded in the Registrar's Office. The determination of the payment period attended by the student will be calculated as follows:

Number of days completed $=$ The percent of semester completed
Total number of days in term
This percentage will determine the amount of tuition charges that the student is responsible for paying. If the percentage is 60 percent or higher, the student is responsible for 100 percent of tuition charges assessed.

## Curriculum/Mandatory Fee Refund Policy

Curriculum/mandatory fees are refunded only to students who withdraw during the add/ drop period. After the add/drop period, curriculum/mandatory fees are non-refundable.

## Medical Withdrawals

Students withdrawing from the university for medical reasons will be dealt with on an individual basis. The student must first contact the Wilkins Wellness Center. A physician must provide confidential written documentation in support of a medical withdrawal. The Wilkins Wellness Center will approve or disapprove a medical withdrawal based on the information provided, with final approval from the senior vice president \& vice president for academic affairs.

## Distribution Order for Refunds

Credits applied to a student's account will first be returned to financial aid programs in accordance with mandatory federal and state guidelines, private organizations and Shenandoah University requirements. Any remaining amount of credit will then be applied to unpaid charges on the student's account with any remainder being refunded to the student.

## Housing Refund Policy

Room and board charges are refunded on a pro-rated basis of 15 weeks per term when a student withdraws from the University. Students that vacate the residence hall without prior approval or are removed from the residence halls for disciplinary reasons will not be refunded for room and board. Residence hall damage deposits will be fully refunded provided no damages have been assessed.

Shenandoah University reserves the right to hold transcripts, diplomas and other pertinent information until all financial obligations to the university have been satisfied.

## FINANCIAL AID

Shenandoah University maintains a strong financial aid program to help as many deserving students as possible. Financial aid is awarded according to an individual's financial need and academic success in relation to college costs. Aid usually consists of a combination of scholarships, grants, loans and employment through the work-study or work-grant programs.

## Application Procedure

Shenandoah University will send, upon request, a financial aid packet to prospective students. The packet contains the information needed to apply for federal, state and institutional programs.

Free Application for Student Aid (FAFSA): Students wishing to apply for financial aid are required to complete a FAFSA. The FAFSA should be completed as soon after January I as possible and must be filed each year. Include the federal code "003737" for Shenandoah University to ensure the university receives official FAFSA data.The FAFSA is submitted online at www.fafsa.gov.

Virginia Tuition Assistance Grant Application:Virginia residents must return to the Office of Financial Aid a completed Virginia Tuition Assistance Grant Application by July 31.The application needs to be filed only once as long as the student maintains full-time enrollment status in the same program of study.

When a student has been accepted for admission and the Office of Financial Aid has received the FAFSA and the Virginia Tuition Assistance Grant Application (see above), the Office of Financial Aid will make an award and notify the student in writing. Awards should be accepted in writing within 14 days.

Students applying for summer financial aid should complete all the financial aid paperwork for the current and the next academic years.

## Satisfactory Progress

In order to receive federal, state, and most other forms of financial aid, students must maintain satisfactory progress in their course of study. Students are not making satisfactory progress if they:

- have been placed on academic suspension, or
- have been on academic probation for two consecutive semesters, or
- receive only grades of "F," "W" or "l" or any combination of these grades for a semester, or
- fail to successfully complete the following minimum credit hour requirements.

Full-time students must successfully complete:
16 credit hours after two semesters of study 36 credit hours after four semesters of study
60 credit hours after six semesters of study
90 credit hours after eight semesters of study
The baccalaureate degree in 10 semesters

The minimum credit hour requirements are prorated for students who attend less than fulltime (i.e., 75 percent for $3 / 4$ time; 50 percent for I/2 time) or fail to maintain the following minimum cumulative grade point averages:

## Credit Hours Graded*

1.00-23.99
24.00-53.99
54.00 and above

Minimum Cumulative GPA
1.6
1.8
2.0
*Credit Hours Graded includes transfer credit hours transferred in to student's program of study.
To continue to receive financial aid, students must complete their degree within 150 percent of the published program length. For example, if a program requires 100 hours to complete, students must complete their degree at the point 150 hours are attempted. For any hours attempted over I50 a student is not eligible for financial aid.

## Reinstatement of Eligibility

Students may re-establish eligibility for financial aid by enrolling for classes at their expense until completing the minimum number of credit hours and achieving the minimum cumulative grade point average.

## Appeal Process

A student who has been denied financial aid because of unsatisfactory progress may appeal the decision by written notification to the director of financial aid.

## Semester Limits for Financial Aid

Students who intend to take longer than four years to complete a degree should realize that many federal, state and university financial aid programs limit assistance to eight semesters of full-time study. Students who do not take these limitations into consideration may find themselves unable to obtain aid for a fifth year of study. Please contact the Office of Financial Aid for more details if you will be attending more than four years.

## Study Abroad

Students in a study-abroad program are eligible for aid if the program is approved for credit by the university. To receive aid, the student must be enrolled as a regular student at Shenandoah University, and there must be a contractual agreement between the university and the foreign college. The student will be charged at the university and upon being invoiced by the foreign college, like services (tuition and room and board) will be paid if equal to or less than SU services.

## Federal Aid Programs

Federal Pell Grants: Generally, a Federal Pell Grant is awarded only to undergraduate students who have not earned a bachelor's or professional degree. Eligibility for the Pell Grant is determined by the Office of Financial Aid based upon the results of the FAFSA in accordance with federal regulations.

Federal Supplemental Educational Opportunity Grant (SEOG): These grants are awarded by the university from federal funds to students demonstrating exceptional financial need. Priority is given to Pell Grant recipients.

Federal Perkins Loan: Perkins is a low-interest loan funded by the federal government and administered by Shenandoah University. Preference is given to students with exceptional need. Students may borrow up to $\$ 4,000$ per year if the student is enrolled in a program leading to a bachelor's degree, or a total of $\$ 27,500$ as an undergraduate. If a student is attending school at least half-time, they have nine months after they graduate, leave school or drop below half-time status before they must begin repayment. Students may have longer than nine months if they are on active duty in the military. At the end of the grace period, students must begin repaying their loans. Students may be allowed up to 10 years to repay.

Federal Work Study Program: This program is designed to provide assistance to students with financial need. Work-study students are employed in various departments on campus and are paid twice monthly, based on the number of hours worked.

Federal Community Service Work Study Program: This program allows students to work on campus or off campus at non-profit organizations such as the child care center and campus library that provide a service to the community.

Nursing Student Loan: These loans provide long-term, low-interest loans to help meet the cost of a nursing education for needy students. A bachelor degree-seeking nursing student may borrow $\$ 2,500$ to $\$ 4,000$ per academic year. If a student is attending school at least half-time, they have nine months after they graduate, leave school or drop below half-time status before they must begin repayment. Students may have longer than nine months if they are on active duty in the military. At the end of the grace period, students must begin repaying their loans. Students may be allowed up to 10 years to repay.

William D. Ford Federal Direct Stafford Loan: Federal Direct Stafford Loans are federal loans available to degree-seeking undergraduate students enrolled at least half-time. Stafford Loans may be subsidized and/or unsubsidized. A Subsidized Stafford Loan is awarded on the basis of financial need as determined by the FAFSA and SU. No interest will accumulate for the student while they are enrolled at least half-time or during authorized periods of deferment. The federal government will pay the interest during these periods. An Unsubsidized Stafford Loan is not awarded on the basis of financial need. Unlike a subsidized loan, interest will begin to accrue immediately from the time the loan is disbursed until it is paid in full. Students are permitted the option of paying the interest each quarter or deferring interest payments until they enter repayment. Stafford Loans are not credit-based and carry a current origination fee of one-half percent. The origination fee is deducted from the loan amount prior to its disbursal to the university.

After students graduate, leave school, or drop below half-time enrollment, they will have six months before they must begin repayment of their loans. This period of time is called a grace period. Students are granted one grace period. Students may have longer than six months if they are on active duty in the military. Borrowers may take up to 30 years to repay their Stafford Loan.

The award letter will notify students of the maximum Stafford Loan they are eligible to receive. If the student wishes to decline the loan or request a different amount, the student
must notify the Office of Financial Aid within two weeks. The returned award letter is the confirmation of the loan.

William D. Ford Direct Federal Parent PLUS Program: Federal Parent PLUS Loans are federal loans parents can borrow to pay for their dependent student's educational expenses. Students must be considered a dependent by the FAFSA, be a degree-seeking undergraduate and be enrolled at least half-time. Eligible parents who can borrow a PLUS Loan include a student's biological parents - whether they were listed on the FAFSA or not - and stepparents whose income was reported on the FAFSA. Parents must also pass a credit check in order to be approved for this loan.

Parent PLUS Loans currently carry a fixed interest rate of 7.9 percent and an origination fee of 2.5 percent. The PLUS Loan is borrowed directly from the U.S. Department of Education as part of the William D. Ford Direct Loan Program. Parents may borrow for each year of their student's undergraduate career, though subsequent credit checks will be required. Parents may take up to 25 years to repay their loan.

## Commonwealth of Virginia Aid Programs

Virginia Tuition Assistance Grant: This program is a state-funded, non-need-based grant available to first-time undergraduate and graduate students who are Virginia residents and are enrolled full-time. Once awarded, it is not necessary to reapply for subsequent years. The application is due July 31 and is available at the Office of Financial Aid's website and included in the financial aid award package.

## Shenandoah University Aid Programs

Aid amounts vary by program; please contact the Office of Financial Aid for more details. All awards are renewable for a total of four years as long as the recipient maintains a 2.5 grade point average and is enrolled full-time each semester in a degree program.

Presidential Scholarship: The Presidential Scholarship is a highly selective, limited scholarship available to incoming freshmen. In order to be considered, a student must have a minimum high school GPA of 3.8 and a score of 1200 on the SAT or its ACT equivalent. Scholastic and community activities are also considered in the evaluation process. Students must maintain a cumulative GPA of 3.0 and enroll in at least 12 credit hours a semester. Students cannot receive both a Presidential Scholarship and an Academic Scholarship. No additional application is required to apply; eligibility is determined based upon a student's application for admission to the university.

Academic Scholarship: The Academic Scholarship is available to incoming freshmen and transfer students. For incoming freshmen, eligibility is based on their high school GPA and SAT/ACT scores. For incoming transfer students, eligibility is determined by the student's cumulative GPA. The scholarship may be renewed annually for a total of four years. To remain eligible, recipients are required to maintain full-time enrollment as an undergraduate student and maintain a GPA of at least 2.5 (on a 4.0 scale). In addition, recipients must meet the Satisfactory Academic Progress requirements as defined by the Office of Financial Aid and listed in the undergraduate catalog. No additional application is required to apply; eligibility is determined based upon a student's application for admission to the university.

Shenandoah University Grant: The Shenandoah University Grant is a need-based grant. The amount of the grant will vary based upon a student's financial need and academic success prior to enrolling at SU. Students must be full-time in order to be awarded.

Shenandoah University Conservatory Scholarship: The Conservatory Scholarship is available to students pursuing a degree within the Shenandoah Conservatory.The scholarship is awarded based upon a student's application for admission to SU, their audition, and the needs of the Conservatory. The Conservatory Scholarship may be renewed annually for a total of four years. Recipients are required to maintain full-time enrollment as an undergraduate student, maintain a GPA of at least 3.0 (on a 4.0 scale), and meet requirements within the Conservatory to keep the award. This scholarship is awarded in place of the Academic Scholarship.

## United Methodist Aid Programs

Virginia Conference United Methodist Scholarship: Shenandoah University offers a scholarship to full-time undergraduate students who are residents of Virginia and have been members in good standing of the Virginia Conference United Methodist Church for at least one year. Membership standing must be certified by their minister. This award is automatically renewed for up to four years for eligible students.

Ministerial Grants: Ministerial Grants are available to dependent children and spouses of Virginia Conference United Methodist ministers. Students must be a resident of Virginia and enrolled full-time to qualify. Recipients may receive the award for a maximum of four years. Ministerial Grant recipients are not eligible for other forms of SU aid.

## Endowed Scholarships

Endowed scholarships are funds that are donated to help meet the financial needs of worthy and needy students. Individuals and corporations donate funds from which the interest is awarded as grants and scholarships while the principal is maintained as part of our endowment program. A Shenandoah University Grant or Academic Scholarship is awarded early in the year and is later replaced by the proper endowment funds when the donor and student are verified.

## Credits and Refunds

Shenandoah University will determine refunds for those students withdrawing from the university using the following procedure.

Return ofTitle IV Funds: If a student withdraws from the university, his/her federal financial aid may be adjusted based on the percentage of the semester completed before withdrawing. In some cases, Federal Return of Title IV Funds regulations may require that aid be returned to the federal government for students who completely withdraw from the university before 60 percent of a term (calendar days) has been completed. Financial aid is awarded for the entire term, which is generally a 15 -week period. If students do not complete the entire I5 weeks, then the Return ofTitle IV Fund rules will determine how much financial aid has been earned, which is the amount that can be kept. The unearned portion must be immediately returned to the federal government. In some situations, this may leave a student with a balance owed to the university. Funds are returned to the federal government in the following order: Unsubsidized Stafford Loan, Subsidized Stafford

Loan, Perkins Loan, Graduate PLUS Loan, Parent PLUS Loan, Pell Grant, and SEOG (grant).
The following are the basic steps to the formula used to calculate the amount of funds that must be returned to the Title IV programs:
I. Determination of date of withdrawal and percentage of payment period attended by the student.
2. Calculation of amount ofTitle IV aid earned by the student.
3. Comparison of amount earned and amount disbursed to determine amount unearned.
4. If amount earned is greater than the amount disbursed, determine late disbursement.
5. If amount earned is less than amount disbursed, determine amount of Title IV aid that must be returned.

Refund of State and Institutional Funds: State and institutional refunds will also be calculated using the percent of payment period attended by the student. The unearned amount will be returned to the source of the funds.

Refer to Student Expenses section for information on refunds, tuition, fees and room and board.

## MILITARY BENEFITS

## Education Benefits for Veterans, Active Duty Military Personnel and Families of Veterans

Shenandoah University provides support to students wishing to use education benefits administered by the US DepartmentofVeterans Affairs and the Department of Defense. Students wishing to use their veteran's benefits while pursuing their educational goals must:
I. Apply for their benefits using the Veterans Online Application (VONAPP) at http://www.gibill.va.gov/
*Note - If a parent or spouse is transferring benefits to a dependent, the transfer must be approved by the Department of Defense (DoD) prior to applying with VONAPP.
2. Apply for admission to SU.
3. Submit a copy of their Certificate of Eligibility (CoE) to SU's VA Certifying Official. It may take up to 12 weeks after applying though VONAPP to receive your CoE.
4. Apply for financial aid to help with costs not covered by VA benefits.

Once the CoE has been received enrollment certifications will be automatically updated.
First-time veterans benefit recipients or students wishing to not use their VA benefits for a specific semester must contact the VA Certifying Official.

The VA Certifying Official is the liaison between Shenandoah University and the U.S. Department of Veterans Affairs. Certifying Officials are responsible for reporting student enrollment information, such as term dates, credit loads, probation, graduation and tuition to the VA, so that benefit payments may be disbursed.

Students whose benefits come through the Department of Defense or directly through any of the military branches should see their military educational officer for information on how to obtain educational benefits.

Shenandoah University will submit invoices to Military Benefit Programs upon receipt of written authorization. Written authorization should be submitted to the Business Office.

Students who receive benefits to cover book and supply purchases will need to work directly with the SU Bookstore. Please contact the SU Bookstore/Follett at (540) 665-4523 or e-mail 0957ngr@fheg.follett.com.

For additional information, please contact the Registrar's Office at (540) 665-5585 or by e-mail to registran@su.edu and ask to speak with aVA Certifying Official.

## Veteran Advocates

Two faculty members serve as advocates for veterans and military students enrolled at SU. Areas of assistance include:

- Fielding questions about VA educational benefits
- Directing students to the right contact on campus
- Assisting students with completing VA forms
- Assisting students with contacting the VA with specific benefit-related issues

Shenandoah University's VA advocates are:
Dr. Cindy Schendel, Davis Hall Room 204, (540) 665-479I, cschende@su.edu
Salli Hamilton, ABD, Gregory Hall Room I56, (540) 665-6524, shamilto2@su.edu

## RETENTION OF STUDENT RECORDS

Official student academic records at Shenandoah University are defined as those records maintained and secured by the registrar.

## Official Student Academic Transcript

Student transcripts are kept permanently. The official student academic transcript is now stored electronically. In the past, Shenandoah University maintained academic transcripts in hard copy for a period of 10 years after graduation or date of last attendance, after which time it was stored electronically. Files containing a hard copy may be retained for a period of up to 10 additional years, depending upon space availability, after which time it is destroyed by shredding or incineration.

Since 1986, permanent student records have been maintained in electronic or machinereadable format. Backups are done automatically on a daily basis by Institutional Computing. Permanent backup tapes are made at the end of each fall and spring semester. Copies retained on magnetic media are destroyed by magnetic erasure or incineration.

All hard copies of permanent student records are stored in a locked, fireproof vault in the Office of the Registrar or in fireproof filing cabinets in that office or at a secure off-campus location. Computer tapes and a duplicate copy of the micrographic forms are also stored in the vault.

Consent to Release Education Records and Request to Withhold Directory Information forms, if received, are also kept as part of the student's permanent record.

Other documents germane to the official student academic record that are retained for a period of 10 years after graduation or the date of last attendance include:

Academic actions authorizations (suspension, dismissal, course substitution/waiver approvals, dean's list letters, etc.)

Acceptance letters
Address change authorizations
Advanced placement records (AP, CLEP, IB, etc.)
Application for Admission or Readmission
Correspondence
Credit by Examination forms
Curriculum Change forms
Degree Audit/Completion forms
Entrance Examination Reports (SAT, ACT, CEEB, PRAXIS, TOEFL, etc.)
Graduation Clearance Forms
Name change authorizations
Registration forms

Schedule Adjustment forms (Drop/Add, Withdrawal, etc.)
Student Enrollment Certifications/Verifications
Transcripts from high schools, other colleges and universities
Transfer credit evaluations
Withdrawal forms
Electronic Evaluations by PharmCAS, PTCAS, OTCAS and CASPA will be maintained in the Official Record minus the student essay and letters of recommendation, which will be shredded once the student is admitted

Files related to military benefits are kept for a period of three years after the last term of completed coursework or graduation.

The following documents are maintained for a period of one year after receipt:
Student transcript requests
The following documents are maintained until a student is admitted:
Audition reports (top portion retained by Conservatory as required by accreditation agency with comment portion detached and shredded)

Letters of recommendation
In addition to the student records defined as permanent and maintained in the Office of the Registrar, the university offices listed below maintain and keep records specific to those offices from one year to infinity. The retention and disposal records of each of the offices are available and can be viewed in the Academic Enrichment Center.

Academic Enrichment Center
Bernard J. Dunn School of Pharmacy
Career Services
Center for International Programs
College of Arts \& Sciences
Financial Aid
Harry F. Byrd, Jr. School of Business
School of Education \& Human Development
School of Health Professions
Shenandoah Conservatory
Student Accounts
Student Life
Wilkins Wellness Center

## STUDENT LIFE POLICIES

The information contained in the Student Handbook is incorporated into this academic catalog in order to provide the student a complete and easy reference for both academic and student life policies.

## Code of Conduct

## Introduction

Shenandoah University is an inviting, creative, high-energy, principled community where students are educated and inspired. As members of the Shenandoah community, students:

- develop an enduring passion for learning,
- commit themselves to self-reflection and personal development,
- respect diverse cultures, experiences and perspectives,
- celebrate creative performance, expression, teaching and discovery,
- cultivate leadership to advance positive change and growth and
- dedicate themselves to citizenship, professional service and global outreach.

Students who are fully engaged in the Shenandoah community become alumni who are:

- critical, reflective thinkers,
- lifelong learners and
- ethical, compassionate citizens committed to making responsible contributions within a community, a nation and the world.

To promote and protect the high standards of the Shenandoah University community, the Student Code of Conduct outlines every student's rights and responsibilities and establishes just and compassionate procedures for resolving student conduct issues. The procedures have been developed for the benefit of the entire community. Students who choose not to abide by the Student Code of Conduct are accountable for their choices. The conduct resolution process and conduct sanctions are designed so students will learn from their mistakes and develop in their maturity. Serious or repeated violations - indicating a refusal to uphold university policies, contracts or regulations - will ultimately result in a student's suspension or dismissal from Shenandoah University. Consistently upholding the expectations of the Student Code of Conduct results in graduates who live up to the name Shenandoah: sons and daughters of the stars.

## General Guidelines

I. The Office of the Vice President for Student Life, through its various departments, is responsible for administering the Student Code of Conduct. The vice president for student life (or designee) may establish or amend procedural regulations governing the handling of disciplinary matters, and these regulations may be published online, in print or by other reasonable means of notification. The vice president for student life (or designee) has authority for any interpretation of the Student Code of Conduct and/or accompanying procedures as deemed necessary.
2. The university may initiate conduct proceedings with a student whose behavior does not conform to established standards regardless of whether such conduct occurred on or off campus. Being under the influence of alcohol or drugs, or both, or the existence of other mental impairment, does not alter the fact or excuse behavior that constitutes a violation of the Student Code of Conduct. The Student Code of Conduct is applicable immediately after a student is enrolled at Shenandoah University throughout his/her entire matriculation. The Student Code of Conduct is applicable for guests of students as well, and Shenandoah student hosts are accountable for the misconduct of their guests.
3. The university may initiate a complaint, serve as complainant and initiate conduct proceedings against a student at any time, even in the absence of a formal complaint by an alleged victim of misconduct.
4. An officially recognized student group or organization and its officers may be held responsible for violations of the Student Code of Conduct when particular misconduct received the tacit or explicit consent or encouragement of the club or organization, or of the club's or organization's leaders, officers or spokespersons. Under such circumstances, official recognition of the student club or organization may be temporarily or permanently rescinded by the university.
5. For student conduct matters, electronic mail (e-mail) is the official method of communication and notification from university officials to members of the student body. As university students are responsible for viewing their e-mail every day, all conduct notifications will be electronically communicated.
6. Conduct proceedings are internal to the university and are not an extension of any external conduct system. University conduct procedures are fundamentally fair to students, but are notably different from those used in a civil or criminal proceeding. In addition, the university may initiate conduct proceedings with a student regardless of pending civil or criminal action involving the same or a different set of factual circumstances. University conduct action may proceed before, simultaneous with, or after external investigative or judicial action, and university action is not bound, impeded or otherwise affected by any action taken by external authorities.
7. At Shenandoah University, the functions of the chief hearing officer are exercised by the director of residence life \& student conduct. The vice president for student life serves as the chief judicial affairs officer. The function of the vice president for student life may be delegated to designees who are members of the university administration and who shall exercise the necessary functions on behalf of the director of residence life \& student conduct and the vice president for student life. All references to director of residence life and student conduct and vice president for student life in these procedures include such designees.
8. Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this online document under Academic Policies.

## Student's Rights

Students and student organizations reported for alleged violations of the Student Code of Conduct as outlined in this document have a right to the following:
I. written notice of allegation(s) citing the time and place of the alleged violation;
2. resolution of allegation(s) in accordance with the Student Code of Conduct policies as herein outlined;
3. at least 48 hours notice of the time and place of a hearing;
4. review of the reports that serve as the basis for the allegation(s);
5. assistance from an adviser (any faculty, staff or student currently affiliated with the university) and;
6. written notice of the hearings and appeals decision from the conduct official.

Additionally, students and student organizations have the right to appeal the conduct official's ruling. All appeals should be delivered in writing to the Office of the Director of Residence Life \& Student Conduct (or designee) within five (5) business days of written notification of the sanction.

Students and student organizations can expect confidentiality regarding the outcome of their hearing - except for the reporting party's right to be informed of the conduct official's decision - and any subsequent appeal.

The person reporting a violation of the Student Code of Conduct has the right to the following:
I. consult with a conduct official (other than the one assigned to hear the case) during preparation for a hearing.
2. at least 48 hours notice of the time and place of a hearing;
3. participation in the hearing in person or via telephone;
4. assistance from an adviser (any faculty, staff or student currently affiliated with the university) and;
5. notice of the hearings and appeals decision from the conduct official.

Additionally, the person who reported a violation has the right to appeal the conduct official's decision. All appeals should be delivered in writing to the Office of the Director of Residence Life \& Student Conduct (or designee) within five (5) business days of written notification of the sanction.

## Definitions of Inappropriate and Prohibited Conduct

The following behaviors and definitions constitute the official record of general Student Code of Conduct rules and regulations at Shenandoah University. All applicable housing and residence life policies and regulations (including the housing contract) also fall within action of this code. In an effort to reinforce accountability for one's actions, individual students and student organizations are responsible for understanding and abiding by these rules and regulations as well as all federal, state and local laws.
academic dishonesty - For a complete understanding of the term "academic dishonesty," read the Honor Code under Academic Policies. Academic dishonesty is actionable through the Honor Code.
accessory - Aiding another person or being complicit to any violation of the Student Code of Conduct; being present or failing to immediately leave a situation in which a violation is occurring or is about to occur.
alcohol - Possessing or using alcoholic beverages by any student (or guest of a student) under the age of 2 I is prohibited; possessing or using alcoholic beverages by any student in areas where alcohol is not permitted is prohibited; and providing alcohol to anyone under the age of 21 is prohibited. Additionally, possessing common containers or implements including but not limited to kegs, branded bottles and beer-pong balls - on university property; being intoxicated in public; having open containers of alcohol in an unlicensed public place; transporting unconcealed or open alcohol containers in public on Shenandoah University property; violating local and state alcohol laws; and serving alcohol to students on university property and/or at off-campus university-sponsored events without prior approval from the vice president for student life are prohibited.

Since alcohol and drug use are governed by national social policy as well as state and federal law, and as the use and abuse of such substances are frequently associated with harm to self and others, Shenandoah University takes alcohol and drug violations seriously. All known offenders face conduct charges and may be subject to arrest. All known violations of the alcohol and drug policies fall under Shenandoah University's progressive discipline system in which succeeding violations entail more serious consequences, including possible suspension and dismissal from the university.
animals/pets - Possessing any animal in university buildings - other than properly attended assistance animals for individuals with disabilities or fish in tanks holding 10 gallons of water or less - is prohibited. Authorized exceptions are made regarding animals contained for academic research. Outdoors, all pets are to be properly leashed and attended to while on campus, and all solid waste must be disposed of properly. Any type of animal abuse is prohibited - including but not limited to hurting or abandoning an animal and/or using an animal in a prank whether it be living or dead.
bicycles, mopeds, skateboards, skates (inappropriate use of) - Bicycle racks are located at each residence hall and many academic buildings, therefore individuals may not secure bikes or mopeds to fire hydrants, light poles, street signs, etc., or any place where a chained bicycle obstructs or impedes pedestrian or vehicular traffic, including handrails, corridor railings, doorways and handicapped access ways. Motorized bicycles (mopeds) are not to be driven on lawns or sidewalks. Skateboards are permitted only on sidewalks and parking lots unless otherwise posted.
breaking the law - Violating any federal, state or local law will result in being charged by local law enforcement and under the terms of the university's Code of Conduct.

Gambling is against Virginia General Assembly legislation. A person or organization is guilty of illegal gambling if she/he operates, plays or bets at any game of chance at which any money, property or other thing of value is won.
building/facilities (unauthorized use of) - Using any university property or facility without authorization or permission is unacceptable.
criminal record (acknowledging one's) - Failing to report one's federal or state probation, felony criminal charges or conviction of a felony to the vice president for student life within I 5 business days following registration with Shenandoah University may result in expulsion from the institution.
disorderly conduct - Disrupting the normal functions of the Shenandoah University community on or off campus - including, but not limited to behavior that breaches the peace, violates the rights of others or constitutes a public nuisance - is prohibited.
endangering conduct - Acting in a way that imperils or jeopardizes the health or safety of one's self or others is considered prohibited conduct.
event promotion (inappropriate and/or unauthorized) - Publicizing an event before scheduling confirmation has been completed and proper approval has been received is prohibited. Additionally, hanging advertisements, posters, etc., without receiving approval from the student life information coordinator in the Office of Student Life is unacceptable.
failure to comply - Disobeying or impeding the directions of university officials or those appointed to act on behalf of the university in the performance of their duties - including but not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, refusal to attend a disciplinary hearing - are "failure to comply." Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also non-compliance.)
failure to evacuate - Failing to immediately exit a university building when a fire alarm or other emergency sounds is a violation.
failure to inform guests - Failing to inform guests - both student and non-student - of university policies is unacceptable. Shenandoah University students are required to escort their guests at all times and are responsible for their guests' actions while on campus.
failure to report health and/or safety violations - Failing to immediately report any serious health or safety risk to the Department of Public Safety, the Office of Student Life or, when the danger is immediate and severe, the Winchester City Police, is a violation.
fire and/or emergency threat - Starting a fire, creating a fire hazard, setting off the fire alarm system, making a bomb threat or creating a false emergency of any kind are prohibited.
fireworks and explosive devices - Possessing, storing or using fireworks or explosives of any kind on university property are prohibited; this includes hazardous chemicals that could pose a health risk either by themselves or in conjunction with other chemicals.
harassment - Physical and verbal bullying, cyber-bullying and intimidation in any form including but not limited to curses, epithets or slurs - that creates potential or present danger of violence and/or breach of the peace is prohibited. (See also verbal abuse.)
hazing - Encouraging, facilitating or allowing hazing by any organization or individual on behalf of an organization or group recognized or not by the university - is prohibited. "Hazing" is any action or situation requiring inappropriate behavior, creating an atmosphere of servitude or allowing potentially dangerous, demeaning, humiliating, ridiculing or degrading activities regardless of intent or consent of the participant(s), by a group(s) or a member of a group(s) on an individual as a part of membership or initiation.
illegal drugs - Possessing, using, distributing, sharing, manufacturing or selling any controlled substance or illegal drug as well as drug residue and/or possessing paraphernalia associated with drugs is prohibited. Distribution of any controlled substances, regardless of the exchange of money or services, typically results in dismissal from the institution.
invasion of privacy - Transmitting, recording or photographing the image or voice of another person without his/her knowledge or consent while in an environment that is considered private or where there is an expectation of privacy such as a residence hall or bathroom is prohibited.
lewd, obscene and/or indecent behavior - Conducting one's self in any way that is offensive to accepted standards of decency such as public nudity or public urination and defecation is prohibited.
littering - Improperly disposing of trash of any kind - including tobacco products - is inappropriate.
lying - A misrepresentation or distortion of the truth that misleads another person(s) is inappropriate. Furnishing false information, verbally or in writing, to any university representative with the intent to deceive, or altering or misusing any official documents is violation of university policy. Dishonesty includes the transfer of an identification card to another person or the alteration of an I.D. card. Possession or presentation of a false I.D. card to a student or university official is also a violation.
non-compliance - Failing to comply with the directions of university officials or those appointed to act on behalf of the university in the performance of their duties- including but not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, refusal to attend a disciplinary hearing - are "failure to comply." Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also failure to comply.)
objects dropped, thrown or propelled - Causing an object to fall from buildings or other elevated areas is prohibited.
parking - Detailed parking regulations can be found online at www.su.edu. Use the search bar and enter "parking."
physical abuse - Any action that causes physical injury or physical discomfort to another is prohibited, including threats of violence, which are actions or speech used to express or suggest intent to physically injure an individual or cause a person to have a reasonable belief harm may occur.
property damage - Damaging or destroying university property or the property of others is prohibited.
sexual harassment - Making unwelcomed sexual advances, requesting sexual favors or engaging in other verbal and physical conduct of a sexual nature exists when at least one of the following conditions is met:
I. Submission to such conduct is made either explicitly or implicitly as a condition of an individual's employment, membership or education;
2. submission to or rejection of such conduct by an individual is used as the basis for employment, membership or academic decisions affecting the individual or;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile or offensive work, academic or living environment.

Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this online document under Academic Policies.
sexual misconduct - Engaging in any sexual behavior without consent - including sexual conduct that occurs after consent has been withdrawn - that causes physical or emotional discomfort to the other person is prohibited. To constitute sexual misconduct, the sexual behavior must meet one of the following criteria:
I. the sexual behavior is not consensual;
2. the sexual behavior includes force, threat(s) or intimidation or;
3. the sexual behavior occurs when one person is a minor, is mentally or physically helpless - including but not limited to being under the influence of alcohol or other drugs.

Students with complaints involving sexual and other forms of discriminatory harassment are encouraged to report their concerns to the university's compliance officer. Review the university's harassment policy and grievance procedures listed in this on-line document under Academic Policies.
smoking - Smoking in any university buildings - including restrooms, residence halls and residence hall rooms or within 30 feet of any entrance or window where smoke can enter a buildings - is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.
solicitation - Any type of door-to-door sale or solicitation that inconveniences, harasses or annoys other members of the university community is prohibited. Solicitations not in accordance with federal, state or local law or without the permission of the director of student engagement or the director of residence life \& student conduct may not be conducted. Organizations and/or individuals who are not affiliated with the university may not conduct solicitations on campus or in any Shenandoah University building without permission from the director of student engagement.
stealing and/or possessing unauthorized material - Taking property belonging to another person(s) without unauthorized or through unlawful appropriation or possession is prohibited. No student shall steal, attempt to steal, or assist in the theft of any service, money, property, or item of value not belonging to him or her. No student will illegally use or appropriate any property not belonging to him or her. Possession of the property of another, of the University, or of any organization or institution without proper authorization is a violation of this policy.
student I.D. (failure to carry) - Failing to carry a valid Shenandoah University I.D. card at all times when on university property is unacceptable.Transferring and or duplicating a university I.D. card is prohibited. Additionally, an I.D. card must be provided upon request to any individual acting on behalf of the university in the performance of his/her official duties. (See failure to comply.)
trespassing - Refusing to leave an area as directed by an authorized university official is considered trespassing. Any unauthorized individual entering a Shenandoah operated building which has been closed or locked shall be guilty of trespassing. No student shall enter or remain in a private room, office, or restricted area under the control of another student, faculty member, or Shenandoah official, except by permission or invitation of the resident student or the appropriate Shenandoah official or faculty member.
vehicles (inappropriate use of) - Driving motorized vehicles is restricted to roads and parking lots on campus unless authorized by the Department of Public Safety to be on sidewalks or landscaped areas.
verbal abuse - Directing obscene, profane language or abusive verbal conduct toward another person or group of people is prohibited. (See also harassment.)
violating other university regulations - Violating the rules or regulations of any Shenandoah University department or program - including but not limited to athletic events, computer technology, conservatory events and residence life - is prohibited.
violence/attempted violence - No student shall engage in any form of violence directed towards another person or group of people. Responding to violence with violence is a violation of this policy. A violation of this policy is defined as a Class I misdemeanor punishable by up to I year in jail and/or a fine of up to $\$ 2500$. Attempting to cause injury to an individual is also prohibited.
weapons - Possessing, storing or using firearms, ammunition, projectiles, sharp tools such as knives, axes and hatchets as well as objects designed to cause physical harm and replicas of weapons on Shenandoah University property is prohibited. Weapon is defined as any object or substance designed or used to inflict a wound or with the potential to cause injury or incapacitate another person.

## Conduct Procedures

Although most alleged violations are documented by the members of the Department of Public Safety and/or members of the Office of Residence Life \& Student Conduct, any individual who is aware of a violation of the Student Code of Conduct may submit a report to the Office of the Vice President for Student Life, the Office of Residence Life \& Student Conduct and/or the Department of Public Safety. Reports should be submitted as soon as possible, but preferably within five (5) days of the incident.

Reports must be in writing and should contain a complete description of the incident with the names of all parties involved as participants or witnesses. The university may file a complaint when a violation of the Student Code of Conduct harms salaried employees, university guests or neighbors or if witnesses are unwilling to pursue the matter.

The Student Code of Conduct applies to student organizations as well as to individual students. Whenever a complaint is filed, the director of residence life \& student conduct (or designee) will review the complaint to determine the degree to which a group or individual may be responsible for the actions leading to the complaint. If it is determined an organization is responsible for a violation of the Student Code of Conduct, the director of residence life \& student conduct (or designee) will take appropriate actions with respect to the organization as well as the individuals involved.

Interim Suspension:
If a student's continued presence in class or on campus endangers university property, the physical safety or well being of other members of the campus community, affects his/her physical or emotional safety or well-being or disrupts the educational process of the community, the vice president for student life (or designee) may invoke an interim suspension. An interim suspension is an immediate temporary suspension from the university pending a hearing.

## Notification of Charges

A student will receive written notification of alleged violations of the Student Code of Conduct. The student must respond to the notice of charges within the time frame outlined in the notification. Note:The university's primary means of communication with students is through Shenandoah University e-mail accounts. Students are responsible for reading and responding to e-mail from university officials. Failure to respond, and/or attend the scheduled meeting will result in an additional charge of non-compliance. Three or more non-compliance charges may result in suspension as it is then considered failure to comply (The definition section of this document explains non-compliance and failure to comply.)

## Methods of Resolution

The director of residence life \& student conduct (or designee) will review cases submitted for the conduct resolution procedures. If the director of residence life \& student conduct (or designee) determines charges are appropriate, the student will be notified of the alleged violation and the appropriate resolution procedure. There are several resolution procedures that are outlined below:

## I. Conduct Discussion

A Conduct Discussion may be offered for first-time minor offenses for which one-on-one mediation is feasible. The alleged violations will be referred to the appropriate conduct official, who will contact the accused student(s) and attempt to resolve the case via a Conduct Discussion. During the Conduct Discussion, the accused student(s) and the conduct official will discuss the incident and alleged violations. If a student accepts responsibility, a verbal warning is the typical outcome. The case may be expunged upon graduation.

If, during the course of the Conduct Discussion, the conduct official determines the nature of the violation(s) is more serious than anticipated, the conduct official may either hear the case - with the permission of the accused student - or refer the case to the director of residence life \& student conduct (or designee) for a Conduct Hearing.

## 2. Conduct Hearing

A Conduct Hearing is the basic method of resolution for all offenses that warrant sanctions. Typical sanctions include formal warnings, probation, fines, community service, community restitution, referral for counseling and/or educational tasks.

If, during the course of a Conduct Hearing, the conduct official determines the nature of the violation is more serious than anticipated, the case may be referred in favor of a hearing before the Community Conduct Council.

Students have the right to appeal decisions made during a Conduct Hearing via the director of residence life \& student conduct, who will serve as the appellate officer. In certain instances, the case may be referred to the Community Conduct Council by appellate officer. (See the Appeal Process for more details.)

## 3. Community Conduct Council

In cases involving violations that are not appropriate for a Conduct Hearing, the director of residence life \& student conduct (or designee) may determine the most appropriate process is a Community Conduct Council, which consists of three students, one staff member, and the director of residence life \& student conduct (or designee) serving as the adviser. A full range of sanctions is available in this procedure, including recommendations for suspension and/or dismissal. (See the Community Conduct Council Process for more details.)

Students have the right to appeal decisions made by the Community Conduct Council. (See the Appeal Process for more details.)

Note: If a student's continued presence on campus endangers university property, the physical safety or well-being of other members of the campus community, affects his/her physical or emotional safety or well-being or disrupts the educational process of the community, the director of residence life \& student conduct (or designee) may request an expedited hearing. An expedited hearing convenes immediately, usually within 48 hours.

## 4. Alternative Resolution

Students may be given the option of entering into an alternative dispute resolution processes. The director of residence life \& student conduct typically utilizes Alternative Resolution when the case is well suited for rich educational outcomes and/or when parties have vested interest or need to restore the relationship. Information on the process, how it works, what it can and cannot do and how to initiate mediation is available through the director of residence life \& student conduct.

## Community Conduct Council Procedures

I.All parties involved in a hearing may review available written evidence in the case file before the hearing.
2. The Community Conduct Council chair will conduct the hearing according to the following procedures:
a. The chair will inform the accused student(s) of the alleged violation(s).
b. The accused student(s) will acknowledge whether they are responsible or not responsible for the violation(s).
c. The person(s) reporting the violation(s) and witnesses (if any) will have the opportunity to make opening statements and offer their account of the incident.
d. The accused student(s) and their witnesses (if any) will have the opportunity to make opening statements and offer their account of the incident.
e.The reporting person(s) and the accused student(s) may question each other and any witnesses.
f. If a conduct official(s) is present, they and/or the chair may question the reporting person(s), the accused student(s) and/or any witnesses.
g. The reporting person(s) and the accused student(s) may make closing statements. In cases in which the reporting person(s) or accused student(s) fail to appear, the chair may modify these procedures.
3. All Community Conduct Councils shall be conducted in accordance with the standards of fair process. Specifically, the accused student(s) should be informed of the nature of the charges against him/her be given a fair opportunity to refute the charges and the opportunity to appeal the decision. Any conduct official who feels he/she cannot be impartial in a given case shall recuse himself/herself and shall be replaced by another voting member.
4.The director of residence life \& student conduct (or designee) may require the cooperation of any member of the university community in furnishing testimony or evidence directly related to the resolution of a case. However, no member of the university staff with whom an accused student has entered into a confidential relationship can be required to give information arising from that relationship without the permission of the accused student. Furthermore, the conduct official shall excuse a witness if the conduct official concludes that by giving testimony the witness may be endangered.
5. The director of residence life \& student conduct (or designee) will generate a written summary of all hearings. Full hearings will also be tape-recorded. Written summaries will be maintained with the case file. Tape recordings of the hearing are to be used by the board during deliberations and/or an appellate review. Tape recordings may be destroyed after the appeal process is complete.
6. Student conduct records are confidential and are available only to persons who have permission from the student. Limited conduct information may be shared with other Shenandoah University administrators and faculty members who have a legitimate need to know.
7. All hearings are closed to the general public.
8. If an accused student fails to appear for a scheduled hearing, the hearing may be decided in his/her absence. The director of residence life \& student conduct (or designee) will hear the case based on the available information. The university will not necessarily drop charges of misconduct if an accused student leaves Shenandoah University for any reason (e.g., voluntary withdrawal, required resignation, separation or dismissal).
9. An accused student may bring an adviser to a hearing. The adviser must be a student, a faculty member or a university administrator. During the hearing, the adviser may only advise during recesses granted by the conduct official and may clarify procedural questions before, during or after the hearing.

IOThe conduct official will make decisions about responsibility and sanction(s). The decisions regarding responsibility shall be based on the evidentiary standard of "preponderance of evidence," meaning the conduct official determines if it is more likely than not the alleged violation occurred.
II.The university requires the conduct official(s) and administrative staff maintain confidentiality regarding conduct matters. Individual(s) who report the alleged violation(s) may be informed of the conduct official's decision. Information about assigned sanctions will be shared with reporting parties as deemed appropriate by the director of residence life \& student conduct (or designee). The vice president for student life may share information about conduct charges, findings and sanctions with university personnel who, at the discretion of the director of residence life \& student conduct or vice president for student life, have a legitimate need to know.

## Appeal Process

A student found responsible for a violation of university policy during a Student Conduct Hearing or through a Community Conduct Council may request an appeal for one of the following reasons:
a. insufficient information that a policy was violated;
b. a serious procedural error in resolving the case and/or;
c. sanction inappropriate for the violation.

An appeal to the director of residence life \& student conduct (or designee) must be made in writing within 72 hours of receipt of the original written decision. A decision typically will be rendered within 10 business days, unless the sanction includes suspension or dismissal. After review, the director of residence life and student conduct (or designee) may either:
a. affirm the finding(s) of the original hearing authority;
b. reverse the finding(s) of the original hearing authority;
c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
d. refer the case to an appeal hearing.

A subsequent appeal, which is permitted only in cases in which suspension or dismissal are assigned in a Conduct Hearing, must be submitted to the vice president for student life (or designee) within 48 hours of the alleged violator receiving the previous appeal decision in writing. The vice president for student life (or designee) may either:
a. affirm the finding(s) of the original hearing authority;
b. reverse the finding(s) of the original hearing authority;
c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
d. uphold the appeal decision made by the director of residence life and student conduct (or designee).

The decision of the vice president for student life (or designee) on all hearing appeals resulting in suspension or dismissal is the final decision for Shenandoah University. The decision of the director of residence life \& student conduct (or designee) on all other appeals is the final decision for Shenandoah University.

## Conduct Findings

## Found Responsible

The accused student is responsible for a violation of the Student Code of Conduct as charged.

## Found Not Responsible

The accused student is not responsible for a violation of the Student Code of Conduct.

## Conduct Sanctions

## Reasons for Sanctioning

A sanction is a consequence placed upon a student for violating the Student Code of Conduct. The purposes of imposing sanctions are twofold: to protect the university community from behavior that is detrimental to the health, safety and educational mission; and to assist students in understanding what it means to be accountable for their actions and/or what the consequences may be for future behavior.

All students who are sanctioned will be treated with equal consideration, and all circumstances involved in an incident will be considered in sanctioning, as each individual case is unique. In addition, a student charged as an accessory may be subject to the same sanction(s) as a perpetrator of the actual violation.

## Repeat Violations

Shenandoah University employs a progressive discipline system in which succeeding violations may entail more serious consequences, including possible suspension and dismissal from the university.

## Sanctions Related to Group Behavior

In addition to recommending other sanctions such as educational assignments, community restitution, fines, etc., the vice president for student life, director of residence life \& student conduct (or designee) may recommend the imposition of the following sanctions:
a. a written disciplinary warning with a copy maintained in the conduct file. The warning may specify corrective measures that can help the group avoid similar issues in the future;
b. disciplinary probation for a period to be established by the conduct official, implying the group's standing within the university is in jeopardy and that further negligent or willful violations will normally result in suspension of university recognition. Disciplinary probation may include restrictions on the group's functions during the probationary period. The group should also be informed of corrective measures that must be undertaken during the probationary period and maintained after its conclusion and/or;
c. suspension of university recognition - a group desiring to reestablish a relationship with Shenandoah University must re-apply for recognition by the university through the vice president for student life.

Sanctions may be combined for varying levels of misconduct. Non-compliance with or failure to meet the terms of a sanction imposed at any level of the conduct process may result in loss of housing privileges. Housing and/or class registration may also be delayed pending completion of sanctions.

## Possible Sanctions

A student may be sanctioned to one or more of the following depending on the seriousness of the violation. Sanctions are determined by a conduct official or Community Conduct Council.
written warning: official record that a student has been warned about behavior.
removal of property: required removal of property.
fines: monetary sanctions, although community service programs may be substituted for fines if approved by an appropriate administrator.
restitution: reimbursement by the student to cover the cost of repair or replacement of damaged or misappropriated property.
conduct probation: period of self reflection that may last up to 32 weeks, during which a student is on official warning that subsequent violations of university rules, regulations or policies are likely to result in more severe sanctions, including suspension or dismissal from the university.
removal from university housing: required removal from university housing - with final approval from the director of residence life \& student conduct (or designee) - and without the refund of room fees. Once assigned this sanction, a student must move within a designated time frame (usually 48 hours unless otherwise permitted by the director of residence life \& student conduct), after which the removed student cannot enter university housing without permission from the director of residence life \& student conduct (or designee).
conduct suspension: temporarily canceling a student's enrollment at Shenandoah University with approval from the vice president for student life (or designee). A student cannot graduate while suspended. Once assigned this sanction, a student is immediately removed from classes and banned from university property. A student cannot enter university property during his/her term of suspension without prior permission from the vice president for student life (or designee). Any classes taken at another institution during this period of suspension cannot be transferred to Shenandoah University.
dismissal: permanently canceling a student's enrollment at Shenandoah University - with approval from the vice president for student life (or designee). The student cannot re-enroll or graduate from Shenandoah University. Once assigned this sanction, students are immediately removed from classes and banned from university property. A student cannot enter university property once dismissed without prior permission from the vice president for student life (or designee).
referral: mandates the student seek appropriate counseling or guidance.
community restitution project: includes work projects on or off campus.
relegation to final room selection: student loses the opportunity to participate in the annual room selection (lottery) process.
university housing relocation: requires movement to another room, hall or quad - with approval from the director of residence life \& student conduct (or designee) - and student must relocate in within 24 hours, after which the relocated student cannot enter the building from which he/she was removed throughout his/her term of probation without permission from the director of residence life \& student conduct (or designee).
campus ban: student becomes persona non grata and is banned from being present on either the entire campus or specified areas of the campus.
no-contact order: student is prohibited from having any direct or indirect contact or contact via a third-party with a particular person; violation may result in suspension.
restriction of activities or privileges: participation in any and/or all organized university activities other than required academic endeavors are restricted for a designated period of time.
educational task: student must complete a task that benefits self, campus or community.
additional stipulations: additional stipulations added to sanctions a student must complete and/or follow.
other appropriate alternative sanction(s).

## Student Conduct Records

A record of conduct sanctions may have an impact upon a student's ability to be elected to or participate in university leadership roles. Any student placed on conduct probation will be prohibited from participating in international study programs at least throughout the term of his/her probation. A student record must be reported on most law school applications, state bar examiner reports, medical school applications, some graduate school forms, some university transfer forms and, in some instances, job applications, particularly those for federal or state positions.

## Retaining Records

Conduct records will be kept on file for 10 years from the date of the last case resolution or two years post-graduation, whichever comes later. Any student record with an outstanding sanction, suspension or dismissal will be kept indefinitely.

## Release of Records

External release of records will occur in accordance with federal law.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of I974, as amended, pertains to student educational records maintained by Shenandoah University.The Act allows students and parents of dependent students access to their educational records while also protecting their right to privacy by limiting the transferability of records without the students' consent. The following guidelines are to assist all members of the Shenandoah community in understanding the provisions of the Act as they apply to Shenandoah University. FERPA rules are also covered under academic policies.

## Release of Confidential Records

The university will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:
I. Faculty and staff members having legitimate educational interest in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements in the administration of the Financial Aid Program.
4. Accrediting organizations carrying out their accrediting function.
5. Parents of a dependent student. Each student is considered financially dependent upon his/her parents until stated to the contrary, in writing, to the Registrar.
6. Directory information. (See "Academic Policies" section.)
7. Organizations conducting studies on educational programs, provided the identity of the student is not revealed.
8. An emergency situation involving the health or safety of the student or other persons.
9. The university is in compliance with the Patriot Act.

10 The university will advise all recipients of student records that only authorized persons may view the records. Each university office will keep a record of all individuals requesting or receiving student records except as noted in Item I above.

Under FERPA, students control access to their academic records and grant access to those records to their parents and other third parties through written permission. Many students grant this access with general permission; others sign individual forms or written documents on a case-by-case basis. Under Virginia Law (Code of Virginia §23-9.2:3, amended July 2008), parents of students who are defined as "dependent" under U.S. Tax Code may be granted access to certain records by providing evidence of tax dependency and making a specific written request.

Should a parent need to view some part of his/her student's academic record, the best approach is to talk with the student first. In most cases, he or she can show parents what they need to know. Another option is to ask the student to file blanket permission with the vice president for enrollment management \& student success. This allows the university to talk with a parent about their student's academic, financial and/or student conduct records.

As a last resort, a parent may use a Request for Release of Student Education Record to Parent form to request access to specific records with proof of tax dependency.

In case of a health and/or safety emergency, parents should contact the vice president for student life at (540) 665-4862 for immediate assistance, as different protocols apply to the release of student information in emergency situations.

For more detailed information concerning FERPA, please refer to "Protecting Student's Privacy Rights" in the Academic Policies section.

## Non-Academic Policies

## Alcohol and Drug Policy

Possessing or using alcoholic beverages by any student (or guest of a student) under the age of 21 is prohibited; possessing or using alcoholic beverages by any student in areas where alcohol is not permitted is prohibited; and providing alcohol to anyone under the age of 21 is prohibited. Additionally, possessing common containers or implements - including but not limited to kegs, branded bottles and beer-pong balls - on university property; being intoxicated in public; having open containers of alcohol in an unlicensed public place; transporting unconcealed or open alcohol containers in public on Shenandoah University property; violating local and state alcohol laws; and serving alcohol to students on university property and/or at off-campus university-sponsored events without prior approval from the vice president for student life are prohibited.

Since alcohol and drug use are governed by national social policy as well as state and federal law, and as the use and abuse of such substances are frequently associated with harm to self and others, Shenandoah University takes alcohol and drug violations seriously. All known offenders face conduct charges and may be subject to arrest. All known violations of the alcohol and drug policies fall under Shenandoah University's progressive discipline system in which succeeding violations entail more serious consequences, including possible suspension and dismissal from the university.

## Enforcement Practices

The use of alcoholic beverages on campus shall be in compliance with federal, Commonwealth and local laws. By law, violators of these and all laws concerning drug and alcohol use are subject to attest. Members of the Shenandoah community are responsible for knowing the laws governing their actions. Penalties determined by the courts for these violations include suspension of driver's license, fines and imprisonment. The following regulations apply to the legal use of alcoholic beverages on campus by individuals and for approved social events:

## A. Alcohol Regulations for Individuals in the Commonwealth of Virginia

I. The Commonwealth of Virginia prohibits the purchase, possession or consumption of all alcoholic beverages by persons under the age of 21 . This is a Class I misdemeanor in which anyone found in violation would pay a fine of between $\$ 500$ and $\$ 2,500$ and/or performs a minimum of 50 hours of community work. The person's driver's license maybe suspended for up to a year and he/she may be confined in jail for not more than 12 months.
2. It is a violation of state and federal law to purchase alcoholic beverages for, or to serve alcoholic beverages to a person under the age of 21 . This is also a Class I misdemeanor. See possible punishments above.
3. Intoxication and /or damage to public or private property are against the laws of the Commonwealth and the regulations of Shenandoah. Intoxication is defined as a blood alcohol content of .08 percent or more and/or offensive, disruptive, destructive, hazardous and/or vulgar conduct during or following the consumption of alcohol.
4. It is unlawful to present false identification in order to purchase or consume alcohol and to give or permit to sell alcohol to persons under 21 . Possible penalties include a $\$ 1,000$ fine and/or 12 months in jail.
5. State of Virginia law prohibits the consumption of alcoholic beverages in unlicensed public places. One possible penalty is a fine of $\$ 100$.
6. Virginia statutes prohibit public drunkenness and provide for the transporting of public inebriates to detoxification centers. Purchasing or possessing alcoholic beverages while intoxicated can result in a fine of $\$ 1,000$ and/or 12 months in jail.
7. It is against Virginia law for anyone under the age of 21 to operate any motor vehicle after illegally consuming alcohol. Any such person with a blood alcohol concentration of 0.02 or more shall be punishable by forfeiture of the person's drivers license for a period of 6 months and a fine of up to $\$ 500$.
8. Virginia law prohibits operation of motor vehicles while the operator has a blood alcohol concentration of 0.08 percent or more or while such a person is under the influence of any narcotic drug. Penalties for driving while intoxicated include fines, license revocation and jail sentences.

## B. Drug Regulations for Individuals from the State of Virginia

I. Under local, state and federal laws, it is unlawful to possess, use, manufacture, sell, give or distribute a controlled substance or an imitation controlled substance. Any person in violation with respect to a Schedule I or II controlled substance will be subject to fines and imprisonment.
2. It is against Virginia law to have drug paraphernalia. Drug paraphernalia is defined as all equipment, products and materials of any kind that are either designed for use or are intended by the person charged for use in planting, propagating, manufacturing, producing, processing, preparing, packaging, storing, concealing, injecting, inhaling, etc.

## C. Regulations for Social Events

I. Social events where alcoholic beverages will be served must be approved in writing 72 hours in advance by the vice president for student life or his/her designee and must be sponsored by recognized clubs or organizations. All such social events shall be closed to all but members of the Shenandoah community and their personally escorted guests.
2. Common source alcoholic beverage containers (e.g. kegs, beer balls, pony kegs, box wines and mixed alcohol punch in containers greater than 750 ml ) or the amount of alcohol equivalent to a common source alcohol beverage container, whether empty or full are not permitted in any residence or any university owned or operated property without prior approval from the Office of Student Life.
3. The consumption of alcoholic beverages at social functions is limited to areas specifically approved by the vice president for student life or his/her designee.
4. Alternative nonalcoholic beverages must be available in sufficient quantity for those who choose not to consume alcohol. Food must also be available for the entire event.
5. The sponsoring organization (i.e., its members and officers) will be held responsible for violations of Shenandoah's drug and alcohol policy and thus subject to disciplinary and/or civil action.
6. Alcohol service must be consistent with the Virginia $A B C$ regulations.

## Consequences

Shenandoah recognizes that drug or alcohol abuse may be symptomatic of a serious addiction and for this reason the sanctions and consequences of abuse may include assessment and the opportunity for counseling as part of the disciplinary action. Failure to comply with a recommended treatment program may result in dismissal from Shenandoah. Infractions of this drug and alcohol policy will be reported to the Office of Student Life for action.

## Parent Notification

The Higher Education Amendment of 1998 (H.R.6, Sec.952) permits higher education institutions to notify parents or legal guardian when a student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance and the student is under the age of 21 . When the consequences for violations of the alcohol and drug policy the infraction and consequences for the infraction will be sent to a student's legal, permanent home address.

## Automobile Regulations

All automobiles and other vehicles must be registered with the Department of Public Safety in accordance with the university's Parking Policy. All vehicles registered and parked on Shenandoah-owned or operated properties must display a current state license plate, inspection decal and a current Shenandoah University decal.

The privilege of having an automobile on campus may be revoked at any time by the vice president for student life or his/her designee when it is determined this privilege is being abused.

Read the detailed Parking Policy at the Department of Public Safety's website or pick up a copy from that office.

## Bicycles and Motorized Bicycles

Motorized bicycles, commonly referred to as mopeds, shall not be parked in buildings or parked so as to block entranceways, and may not be driven on lawns or sidewalks. A person may not secure a bicycle to a fire hydrant, a pole, light pole or a device on which notice has been posted by the appropriate authorities forbidding the securing of bicycles.

Bicycles cannot be locked in any place where the securing of a bicycle would obstruct or impede vehicular traffic or pedestrian movement, including handrails, exit discharge areas and handicapped ramps or access ways. Violation of this policy may result in a fine of $\$ 20$. When a bicycle is found parked in a manner that restricts emergency egress or handicapped access, it may be impounded or immobilized pending the identification of the owner and the issuance of a parking violation notice. Abandoned bicycles will be removed and discarded.

## Camping and Shelter Construction

Construction of shelters, camping or sleeping out on Shenandoah-owned or operated properties is prohibited unless approved in writing by the vice president for student life.

## Computer Misuse

A student who is found responsible of misusing a Shenandoah-owned computer or the Shenandoah-owned computer network shall be subject to the maximum sanction of dismissal or any lesser sanction deemed appropriate. This includes student using privately owned computers or equipment that accesses the university-owned network either on or off campus.

Below is a partial list of acts that would violate this policy:

- Committing computer fraud, creating false identities, forgery, harassment, personal abuse, trespassing, theft, embezzlement or invasion of privacy.
- Using the computer to examine, modify or copy programs or data other than one's own without proper authorization.
- Distribution or interference with the normal use of the computers, computer-related equipment, data and programs of individuals, the network or the university.
- Attempts to breech security in any manner.
- Sending or displaying harassing messages through e-mail, Facebook, text messaging or other electronic media. A harassing message is any message that is unsolicited, inappropriate or deemed harmful to the recipient.
- Use of computer account for any purpose other than which it was assigned.

For a complete list and full policy, contact the Institutional Computing Department.

## Hazing

Pursuant to Section I8.2-56 of the Code ofVirginia, voluntarily participation by members will not be admissible as defense against a charge of hazing.

Any person found guilty thereof shall be guilty of a Class I misdemeanor, unless the injury would be such as to constitute a felony, and in that event the punishment shall be inflicted as is otherwise provided by law for the punishment of such a felony. Any person receiving bodily injury by hazing or mistreatment shall have a right to sue, civilly, the person or persons guilty thereof, whether adults or infants.

## Public Postings and Advertisements on Campus

Individuals, organizations and businesses that want to post printed material of any kind on Shenandoah University property or within Shenandoah-operated buildings must first obtain written approval from the student life information coordinator.

## Religious Groups Policies and Guidelines

Guidelines for religious groups at Shenandoah are as follows:
I. The dean of spiritual life has responsibility for coordinating religious activities at Shenandoah. Religious groups that want to invite an off-campus religious leader to speak or minister on campus need to clear the visit with the Office of Spiritual Life.
2. Religious groups seeking formal recognition should notify the dean of spiritual life and follow established procedures for organizational recognition and registration.

## Smoking

Smoking is prohibited in all university buildings, including residence halls and rooms. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

Smoking is prohibited within 30 feet of all building entrances.

## Sales, Solicitation and Fundraisers

Individuals and student organizations planning to conduct sales, solicitations and fundraising activities on or off campus and/or requiring a contractual agreement with non-Shenandoah agencies, must obtain the written approval of the director of student engagement. Nonstudent and non-Shenandoah related individuals and organizations may not sell or solicit on Shenandoah University property without written authorization from the director of student engagement. No door-to-door solicitation is permitted.

Any authorized sales, solicitations and fundraising activities are subject to applicable Shenandoah University regulations and local, state and federal laws. Requests may be approved for a specific area on campus or for all pre-approved off-campus-locations. No solicitation shall interfere or conflict with the mission of the Shenandoah University. Any profits derived from sales, solicitations and fundraising activities on and off campus must be used for a purpose consistent with Shenandoah University policy and with the purpose of the sponsoring student organization.

## Sound Amplification Equipment

Various student-organized programs require the use of sound amplification equipment. Shenandoah reserves the right to specify where and when such amplification equipment may be used. Permission and specification for use of sound amplification equipment on campus must be obtained from the Office of Student Engagement.

## Unauthorized Use of University Property or Documents

No student shall use, possess, or sell any parking permit, student I.D. (Hornet Card), keys or official Shenandoah documents that were issued by Shenandoah to another individual.

## Housing and Residence Life Policies

## Introduction

All Shenandoah University students have rights and responsibilities when living on campus. Shenandoah University believes living on campus provides a unique opportunity to be part of a diverse community with an emphasis on personal growth and development. Each residence hall is staffed with residence life personnel who are trained in counseling, programming and policy enforcement. Their role is to assist residents in developing community standards that respect individual and community rights and responsibilities. Resident assistants (RAs) are supervised by resident directors (RDs) who are live-in, trained central staff members. Resident directors are charged with developing programs and administering policies and procedures.

## Alcohol

Please see Alcohol and Drugs Policy in the Student Code of Conduct.

## Breaks (Fall, Holiday and Spring)

Students may occupy their rooms on the dates specified by Shenandoah University and are expected to vacate them during fall break, Thanksgiving break, winter break and spring break, and within 24 hours of their final examinations at the end of each semester. Residents who demonstrate a need (as determined by the director of residence life \& student conduct) to occupy their rooms during any of the above vacations must request and receive permission from the Office of Residence Life \& Student Conduct. Residents who request and are approved to remain on campus during breaks will be charged a fee. Students who have significant conduct history as determined by the director of residence life \& student conduct (or designee) may be denied the privilege of remaining on campus over breaks. Please note: Dining halls are closed during breaks, and residents who are approved to remain on campus are responsible for providing their own meals.

Entering a residence hall during these vacation periods without the express permission from the Office of Residence Life \& Student Conduct or the Office of Student Life is prohibited and a minimum fine of $\$ 50$ will be assessed. This precaution is for the safety and protection of those students authorized to remain on campus and other students' possessions left in their residence hall rooms.

## Bulletin Board Damage

Bulletin boards are located in all residence halls. Resident assistants are responsible for the content of these boards. All notices/fliers must be approved by the resident assistant prior to being posted. The Office of Residence Life \& Student Conduct reserves the right to determine what is approved for posting. Unapproved notices/fliers will be removed and discarded. Students found responsible for writing graffiti on, tampering with, or removing, damaging or destroying information on the bulletin boards will receive disciplinary sanctions that include working with RAs to restore the bulletin board put up a new bulletin board and be assessed a minimum $\$ 50$ fine.

## Check-In and Check-Out Procedures

## Check-In

Each residence hall is inspected by the staff before new residents move in at the beginning of each semester. Students are required to fill out Room Condition Forms. Any damages or missing items should be noted on the Room Condition Form to avoid being charged when residents checkout. Any damage not attributed to a single student will be split between roommates. Residence Life staff members will inspect all rooms for damage and will assign charges. Damages will be billed to the resident(s).

## Early Check-In

Residents must abide by the appointed schedule for arrival. Early arrivals will be limited to those student leaders, athletes and groups designated essential to university activities in advance of the official Move-In Day and must have prior approval of the director of residence life \& student conduct. Students will not be permitted to move in early if they do not have prior authorization.

## Check-Out

Residents must also checkout of their rooms before leaving school or changing rooms. Residence Life staff members should be present at check-out unless other arrangements are made. The resident is responsible for leaving the room in the same condition in which it was found. This includes thoroughly cleaning the room, emptying trash and removing all non-university furniture and belongings. The room key must be turned in at this time and noted on the resident's Room Condition Form. All expenses incurred as a result of damages are the responsibility of the resident. Charges will not be assessed to one roommate based solely on one roommate's claiming another responsible. A written statement signed by all residents of the room indicating who specifically should be charged can be submitted to the residence director. Room cleaning charges will start at $\$ 25 /$ student.


#### Abstract

Abandoned Property Anything left on campus at the end of the academic year or after a student leaves at Shenandoah will be forfeited and disposed of if it is not claimed within 24 hours. A minimum $\$ 50$ room clearing charge will be assessed against any student who fails to remove his/her items of personal property within 24 hours of withdrawal or separation from the university.


## Express Checkout

Express Checkout is designed to allow greater flexibility for residential students. Residents need to pick up key envelopes, sign the "express checkout" section of the Express Checkout Envelope, put the key inside the envelope, and hand it to a Residence Life staff member. Damages will be assigned as determined by the staff member who inspects the room after the resident(s) have departed.

## Cleanliness

Custodial services is responsible for routine cleaning of public areas, including stairways, halls, laundry rooms, public bathrooms and lounges. However, students are expected to maintain their rooms in orderly and sanitary conditions; this includes removal of personal trash to university trash cans. Anything left in the laundry room for more than 24 hours will become the property of Shenandoah University.

## Common Areas

Residential students are responsible for damage done to the common areas of their residence halls. Common areas are generally used by, and available to, all residents of the hall (i.e. lounges, bathrooms, hallways, laundry rooms and stairways). If damage occurs to property located in a common area, the Residence Life staff will determine who is responsible for the damage. In the event an individual(s) cannot be identified, costs of repair/replacement will be assessed to all the residents of the floor and/or building where the damage occurred.

Any student, organization or university representative interested in using a residence hall common area should make a reservation request through that hall's residence director at least 48 hours in advance.

## Conduct Infringing on Others

All pranks and/or careless and irresponsible behavior that cause or have the potential to cause damage to university or personal property, cause personal injuries or infringe on the rights of others are unacceptable. Such behaviors include, but are not limited to, water fights, shaving cream fights and throwing, kicking or bouncing balls, Frisbees and other similar items within or against the residence halls. No objects are permitted to be thrown or projected against the exterior of any university building.

## Damage Deposit

The $\$ 100$ Residence Hall Damage Deposit will be held until a student terminates residency. This deposit covers unpaid bills and is refundable through the Business Office upon graduation or moving off campus after the second year residency requirement has been fulfilled.

## Electrical Receptacle Safety Guidelines

The Residence Hall policy for electrical receptacles is as follows:

## Major Appliances

A major appliance is defined as any appliance that draws 4 or more amps of electricity when in use. Normally, the amount of amperage is stated on the appliance. If there are questions regarding the amperage of an appliance, check with the residence director. All major appliances such as coffee pots, mini-refrigerators ( 3.1 cubic feet or less), hair dryers, curling irons, curlers, etc., must be plugged directly into wall receptacles. Extension cords may not be used.

The following appliances are not permitted in residence halls because of high voltage and/or exposed heating elements: halogen lamps, hot plates, toaster ovens, crock pots, electric fry pans, bread machines, George Foreman grills, window air conditioner units, portable heaters and open burners. Irons may be used only on ironing boards.

## Extension Cords and Multi-Plug Adaptors

The use of extension cords is prohibited.
I. Only one (I) power-bar adapter with surge protectors and multi-plug adaptors with six (6) or less plug in receptacles may be used.
2. Power-bar adaptors with surge protectors may not exceed six (6) feet in length and must be the heavy duty type. Heavy duty is defined as a cord with no less than 14 -gauge wire.
3. No more than one major appliance may be plugged into any wall-type multi-plug-in adapter.
4. Extension cords may not run through doorways, windows, holes in the floors, ceiling or walls. The wiring may not be nailed or tacked to any surfaces.
5. Electrical wiring may not run around or under bed frames, mattresses, furniture, carpeting, file cabinets or any other fixtures which would conceal or damage the cords. The wiring must be protected from any physical damage during use.

## General

I. Plug-ins should be evenly distributed around the room.
2. All wires must be clear of traffic routes in the room and around beds and around or under furniture or other items.
3. Wires should never be taped to metal beds.
4. Frayed cords or lamps without shades should not be used.

## False Fire Alarms

Virginia state law strictly prohibits anyone from tampering with fire and safety equipment. Falsely pulling fire alarms, discharging fire extinguishers, removing exit signs and fire procedure signs, etc., will lead to disciplinary action and possible criminal prosecution. Any student who knows a false fire alarm has been sounded should immediately notify the Residence Life staff and/or the Department of Public Safety. Any student found responsible for falsely pulling a fire alarm will face severe conduct sanctions, hall re-location and a $\$ 100$ fine.

## Fire Drills

Fire drills are scheduled throughout the school year as required by state law. Participation in drills is mandatory. All fire alarms should be considered as fire alerts, and the building must be evacuated immediately. Refusing to evacuate constitutes a hazard to fire officials and will result in disciplinary and/or legal action, including a minimum $\$ 25$ fine and an educational sanction.

## Fire Safety Regulations

The Residence Life staff is fully prepared to support and encourage all students in promoting fire safety. Students should feel free to present their concerns or ideas that could result in safer residence halls. The following regulations are in effect for student safety:
I. The use of or possession of any dangerous chemical or explosive materials such as fireworks, incendiary devices, gun powder or gasoline, is strictly prohibited.
2. Tampering with or setting off fire alarms, smoke detectors, fire extinguishers or intentionally lighting a fire in a Shenandoah building is prohibited.
3. The possession of hookahs, candles, oil lamps, incense or other open-flame items is prohibited as well as substances that result in producing an offensive odor.
4. Motorcycles and bicycles may not be kept in hallways, stairwells, attached to fire equipment or placed in any manner that interferes with exit from a building.
5. Parachutes, sheets, fish nets, tapestries and other large flammable items are not permitted to be suspended from residence hall ceilings.

## Furniture (University)

Lounge furniture should never be placed in a student room. Residents of the room in which lounge furniture is found will face disciplinary action, including a minimum fine of $\$ 50$.
Residence hall room furniture and other items belonging to Shenandoah University may not be moved out of the room. Missing furniture will be charged to the residents at fullreplacement cost.

## Guests of Residents

Residents may invite overnight guests of the same sex. Guests may not reside on campus for more than three (3) nights per semester unless special permission is granted by the resident director. Parking permits for guests can be obtained from the Office of Student Life. Guests are expected to adhere to Shenandoah regulations while visiting campus. Residents are responsible for the conduct of their guests, whether or not they stay overnight. A resident must have permission from his/her roommate to have an overnight guest.

## Halogen Lights

Halogen lamps are prohibited in all university-owned and operated facilities whether in desk lights, floor lamps or other similar lighting devices. Halogen bulbs are four times hotter than standard light bulbs and may cause a fire if they come in contact with combustible materials.

## Holiday Season Decorations

I. All decorations must be made of fire-resistant materials.
2. No live Christmas trees or greenery are permitted in residence hall rooms or hallways.
3. No holiday lights are permitted in residence hall rooms or hallways.
4. Decorations must be removed before leaving for winter break. Artificial snow must be removed thoroughly. Decorations left during winter break will be removed and discarded and the hall/group responsible for the decorations will be billed.
5. All decorations on the exterior of residence halls will be left to the discretion of the Residence Hall staff.
6. Residence Hall staff will inspect rooms to insure that decorations are safe.

## Housing Agreement

Students who want to live on campus will be provided housing if (I) they are an admitted student and (2) have submitted both a housing application and housing contract by May I for the next fall semester and by Dec. I for the spring semester.

Students who cease to be full-time (minimum of 12 credits undergraduate and 9 credits graduate) and/or who for all practical purposes drop out of school (i.e. do not attend class) will be required to leave the residence hall within 48 hours.

Students removed from residence halls for violations of university conduct policies will still be held to the financial obligations for the housing contract period (i.e. both fall and spring semesters).

Shenandoah University reserves the right to change or cancel any room assignment in situations where in the health, community and/or good order is jeopardized, as deemed by the director of residence life and student conduct.

When residence hall rooms are only occupied by one person, consolidation will be required. If a space becomes available in a room because a roommate has not been assigned or a roommate has moved out, the Office of Residence Life \& Student Conduct reserves the right to fill the vacancy. Residents who engage in conduct designed or intended to dissuade or intimidate other students from moving into a room or who otherwise attempt to manipulate the housing assignment process will face disciplinary action.

Shenandoah University is not liable for loss of or damage to the personal property of students. The university's property insurance does not cover the personal effects of residential students (i.e. stereo and computer equipment, clothes, etc.). It is each student's responsibility to obtain personal property insurance. Students should consult with their parent or guardian regarding the availability of coverage under the parent's/guardian's homeowners or tenants policy. If parents or guardians have no insurance coverage, but coverage is desired, students are encouraged to purchase personal effects coverage.

All students are responsible for damages in the residence hall or other rented or leased areas in which they live. Costs of repairs and/or replacement of damaged property and/or restitution will be charged to the student(s) responsible along with judicial action where applicable.

## Housing Policy

Full-time undergraduate students are required to live in Shenandoah University residence halls during their first two years as students. Exceptions include students who are married, living at their parents' or guardians' homes, and/or who over the age of 22.These students must complete an Off-Campus Housing Request form in order to gain approval to live off campus. This form can be picked up and returned to the Office of Student Life. All students are required to live in a residence hall for the full academic year; the housing contract is in effect for the entire academic year.

## Key Duplication, Lock-Outs and Possession of Master Key

Shenandoah prohibits key duplication. Students who lose keys should immediately contact a member of the Residence Hall staff for replacements. When a student loses his/her residence hall room key, the lock cylinder will be re-cored and a new key issued as soon as possible. The cost to the student is $\$ 55$.

Any student who needs access to his/her room after two previous lock-outs will be charged $\$ 10$ for each additional lockout.

Any student found with an unauthorized master or building key will be subject to fines as well as disciplinary action. Any student who uses a master key to enter another student's room or Shenandoah University office or other facilities will be subject to disciplinary action.

## Lofts

When available, university beds may be bunked. The university does not permit lofts.

## Maintenance

While the university is responsible for routine maintenance, the residential student is responsible for reporting maintenance concerns to his/her RA. If a repair is not made within 48 hours, contact the RA to submit a second request. If a repair is still not made, contact the resident director to resolve the situation.

The university will provide electrical power, heat and water and maintain these utilities under controllable conditions. Residents must understand that, as a condition of this policy, the university shall not be responsible or liable for any damage or loss to student personal property caused by the cessation or failure of such utilities, no matter the reason. Moreover, Shenandoah University will not be in breach of this policy if such utility service is suspended for any reason. If the premises are rendered unsafe or unfit for occupancy, the university will offer alternate housing if it is available on campus.

## Noise Policy

Residents are expected to use discretion in and around residence halls regarding noise. Consideration of others is expected at all times. Stereos, TVs and radios must be kept at a volume that cannot be clearly heard outside a student's room. In general, musical instruments may not be played inside residence halls. Exceptions to the rule are instruments that can be played with the use of earphones. Practice rooms are available in Conservatory buildings for the practice of voice, piano, percussion and other instruments.

Quiet Hours ensure an environment conducive to student learning. Quiet Hours are set up within the following minimum guidelines.

- Sunday through Friday morning: 10 p.m. to 8 a.m.
- Saturday and Sunday: midnight to 10 a.m.

A violation of Quiet Hours is cause for disciplinary action. Whenever Quiet Hours are not in effect, a policy of Courtesy Hours will be enforced in each residence hall. The purpose of Courtesy Hours is to encourage each student to be responsible for his/her surrounding community. Consideration for one another is essential to maintaining a positive learning environment. Violation of Courtesy Hours is cause for disciplinary action. From the last day of classes until the last day of exams, Quiet Hours are in effect 24 hours each day.

## Off-Campus Request

Commuting student status is determined by residency with a family member and living within 45 minutes of campus.

## Peeping

It is against Virginia State Law to enter another person's dwelling and/or secretly peep, spy or attempt to peer into or through a window, door or other aperture. This includes common area bathrooms and showers.

## Prohibited Items in Residence Halls

For a variety of reasons a number of items are prohibited in residence halls, primarily due to health and safety concerns. Some of these items include, but are not limited to: candles, pets (other than fish), ceiling fans, chain and dead-bolt locks, outside antennas, George Foreman grills, toasters and waterbeds. For a complete list, review the Residence Life website.

## Roofs and Balconies

Students are not allowed on rooftops or on the elevated balconies of residence halls.

## Room Changes

Students may request approval to change roommates after the second week of each semester. Room Change Forms are available through the Office of Residence Life \& Student Conduct. Each student is required to obtain permission prior to the change. Students may not request room changes during mid-term and finals exams. Once a room change is approved, the move must occur within 48 hours unless special permission is granted by the housing coordinator. A minimum fine of $\$ 50$ will be levied against any student who changes rooms without receiving proper approval.

## Room Entry, Inspection and Search Policy

Shenandoah University reserves the right of entry by authorized personnel to protect the health and welfare of the student and the Shenandoah community. University officials will exercise this right when there is probable cause that Shenandoah University or civil laws are being broken or in any emergent situation.

## Health and Safety Inspections

Health and safety inspections are periodically held by resident assistants and/or resident directors. These inspections will be announced either by e-mail or fliers at least 48 hours in advance. The main objective of inspections is to maintain a safe and healthy living environment. When health or safety risks are discovered or prohibited items are found, these items will be removed. Confiscated items will not be returned to the student or his/her guest. Resident assistants will attempt to educate residents by showing the proper method to correct a potential problem situation. If the resident is not present, the situation will be corrected and a note left for the resident. Health and safety inspections also give the residents an additional chance to make the staff aware of repairs that are needed in individual rooms.

## Custodial and Maintenance Room Entry

Shenandoah reserves the right of entry by custodial and maintenance personnel in performance of necessary repairs and/or improvement to the residence facility in the student's absence. Custodial and maintenance staff will leave hang tags advising that they have performed work in the room if no residents are present.

## Emergency Entry

A residence life staff member may, without verbal or written authorization from a higher authority, enter a student's room either forcibly or with a building master key in cases of fire, explosion, bomb threat, attempted or suspected suicide or other situations that call for immediate entry in issues of imminent threat to either residents of the room or residents of the hall community.

Any authorized or illegal items observed in student rooms during an emergency entry may result in future investigation after the emergency has passed. In the event of suspected vandalism, arson, assault or other violations of Shenandoah policy that may have occurred in a room, appropriate Shenandoah officials may be called in to conduct an investigation. The results of such an investigation may result in disciplinary action and/or criminal prosecution.

## Room Search

Because colleges and universities are viewed as an educational community with special behavioral requirements, the courts have upheld the university's right to enter and search rooms with just cause, as long as the entry and search are not done in an arbitrary and capricious manner that unnecessarily deprives a student of fundamental "fairness" or "due process protection." The intent of this policy is to provide protection for the rights of each Shenandoah student, while at the same time providing residence life staff members and Shenandoah officials the means to maintain and protect the educational environment necessary for the university to fulfill its primary purpose.

## Authorized Entry and Search

When an individual has reasonable cause to believe a student has violated a Shenandoah policy and relevant or prohibited materials remain in a room or suite, a request may be made for an authorized entry and search. The request should be directed to the appropriate Student Life staff member who will inform the vice president for student life or his/her designee. After considering the request, the vice president for student life or his/her designee may give a written or verbal authorization to conduct an authorized entry and search of a student's room for specified items. In the event the vice president for student life or his/her designee is not available, director of residence life \& student conduct, vice president for administration \& finance or the president of the university should be contacted.

## Single Rooms

For the first two years, most residence hall rooms are double occupancy. Single occupancy rooms are available on a limited basis and not normally available. When available, they are apportioned first by need (i.e. documented disability or resident assistant), and then as determined by the Office of Residence Life \& Student Conduct. In instances in which a student does not have a roommate, Shenandoah University reserves the right to assign a second student to that space at any time during the year.

## Smoking

Smoking is prohibited in all university buildings, including residence halls and rooms. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette or other tobacco product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees. Smoking is prohibited within 30 feet of all building entrances.

## Storage

Storage space is not available for residential students. All personal possessions must be removed when students leave the residence halls at the end of the academic year.

## Visitation Guidelines

Visitation is permitted only when both residents agree to the visitor and the length of the visit. If visitation privileges are abused, the resident may lose this privilege and no longer be permitted to have any guests in his/her room.

## The ABCs of Student Services

## Academic Enrichment Center

Howe Hall, Room 204

Director of Academic Success Center Audrey Robinson
(540) 665-4928
arobinso2@su.edu
Monday through Thursday: 9 a.m. to 8 p.m.
Friday: 9 a.m. to 5 p.m.
Services in the center include academic skills development workshops such as time management, preparing for tests and learning styles; study skills courses; developmental services and testing to upgrade skills; assistance with academic counseling; free peer tutoring; referral to counseling and Career Services; monitoring academic progress; coordination of programs for students with disabilities; a resource library; the Writing Center and math tutoring.

## Administrators

Vice President for Student Life Rhonda VanDyke Colby
Brandt Student Center, Room II9
(540) 665-4862
rcolby@su.edu
Vice President for Enrollment Management \& Student Success Clarresa Morton Wilkins Administration Building, ground floor
(540) 665-45I7
cmorton@su.edu
Students are encouraged to follow protocol and work to resolve issues first by talking to their Residence Life staff or faculty adviser, depending on the situation. Those individuals can point the student to the next person in line. Before going to the president of the university with issues of academics or campus life, students should meet with either the vice president for enrollment management \& student success or the vice president for student life, respectively.

## Brandt Student Center

Main Campus
Director of Student Engagement Rick McClendon
(540) 665-5445
rmcclend@su.edu
Operations Manager Ben Wilson
(540) 665-490 I
bwilson@su.edu
BSC doors open at 7:30 a.m.; lock at midnight
staffed Monday through Thursday: 8 a.m. to midnight
staffed Friday: 8 a.m. to 2 a.m.
staffed Saturday: 10 a.m. to 2 a.m.
staffed Sunday: I | a.m. to midnight

Brandt Student Center Game Room
Monday through Thursday: I| a.m. to | I:30 p.m.
Friday \& Saturday: II a.m. to I:30 a.m.
Sunday: noon to | I:30 p.m.

## Brandt Student Center Fitness Room

Recreational Sports Coordinator Chaiyos A. Maines
(540) 665-4790
cmaines@su.edu
Monday through Friday: 8 a.m. to II p.m.
Saturdays and Sundays: | | a.m. to | | p.m.
Student fees provide for campus fitness rooms in Brandt Student Center and the Health Professions Building. Treadmills, ellipticals, weight machines, spin and recumbent bikes are available. A valid SU I.D. card must be presented for entrance to the fitness rooms.

## Bulk Mail and Copy Center

Romine Living Center, East Campus
Manager Karen Myers
(540) 665-4528
kmyer3@su.edu
The Bulk Mail and Copy Center handles large printing projects such as concert programs, posters, fliers, etc. Its fees are comparable to local quick-print shops.

## Business Office

Wilkins Administration Building, second floor (above the Admissions Office)
(540) 665-45I4
busoff@su.edu
Tuition, room and board, parking tickets and other fees are paid at the front counter (Accounts Receivable). Work study checks are distributed at this location.

## Bus Service (Campus)

Mondays through Fridays: 7 a.m. until 10 p.m.
During the academic year, the Campus Shuttle Van starts at East Campus Housing at 7 p.m., with stops at Henkel Hall, Ruebush Hall, Halpin-Harrison Hall and at the north end of Armstrong Hall (near the Department of Public Safety Office). The route takes 30 minutes, with the van returning to East Campus Housing on the hour and the half hour. In case of snow or ice, the shuttle may alter operations. Read daily SUN-e for updates.

## Bus Service (City)

The City of Winchester transit line follows a regular schedule and route. The Millwood Avenue bus provides service from campus to downtown at 10 minutes before the hour, and leaves City Hall for Shenandoah on the half-hour. Service from other areas of the city to downtown is available. A schedule is available at www.winchesterva.gov.

## Campus Bookstore

Brandt Student Center, lower level
Manager Mary Ellen Welch
(540) 665-4523
www.shenandoah.bkstr.com
Monday through Friday: 9 a.m. to 5 p.m.
Saturday: 10 a.m. to 2 p.m.

## Campus Mail

Brandt Student Center, main concourse
Manager Pam Miller
(540) 665-4522
pmiller@su.edu
Monday through Friday: 8:30 a.m. to 4:30 p.m.
Incoming university mail is processed twice a day and distributed to student mailboxes, which are assigned to all full-time residential students. Mail sent to students should be addressed with name and box number followed by Shenandoah University, I 460 University Dr., WinchesterVA 2260 I. Postage stamps, envelopes and some packaging supplies are available for purchase.

## Career Services

Cooley Hall, Room 202
Director Jennifer A. Spataro-Wilson
(540) 665-54I2
career@su.edu
The Career Services office works with students throughout all aspects of the career development process, from choosing a major to career changes. Shenandoah University is committed to the belief that career development is a lifelong process influenced by many factors, with the end result being personal satisfaction and a solid career. Services offered include career exploration, experiential learning through internships, volunteer, summer and part-time opportunities, as well as, graduate school search assistance, resume building, interview skills workshops and job search assistance. Career Services also maintains a Credential File Service for students and alumni.

## Child Care Center

I 18 Regency Lakes Dr., Winchester (off Rt. 7, east of main campus)
Director Julie Tavenner
(540) 665-099
jtavenne@su.edu
Monday through Friday: 7 a.m. to 6 p.m.
The Shenandoah University Child Care facility offers care for infants through school age, The program is designed to address the child-care needs of Shenandoah University students, faculty and staff who have young children.

## Computer Help

Technology Support Services
Howe Hall, Room 112
(540) 665-5555
helpdesk@su.edu
Monday through Friday: 8 a.m. to 5 p.m.

## Computer Lab

Halpin-Harrison Hall, Room 142
Monday through Friday: 8 a.m. to 9 p.m.

## Entertainment

All over campus, all the time
Student Life Information Coordinator Cathy Kuehner
(540) 665-4933
studentlife@su.edu
Shenandoah University Student Life on Facebook
suStudentLife on Twitter
There is rarely a day on campus when there's nothing to do. Between conservatory performances, athletic events, guest lecturers, special programming, clubs and organizations, a student can be as busy as he/she wants to be - and almost everything on campus is FREE with a Shenandoah University I.D. card. Students are encouraged to check their SU e-mail, read the student newspaper, follow Hornets athletics schedules online, be engaged and enjoy all that college life has to offer in and out of the classroom.

## Food Services

Allen Dining Hall
Main Campus
(540) 665-4924
dining@su.edu
Monday through Thursday: 7:15 a.m. to 7:15 p.m.
Friday: 7:15 a.m. to 6:30 p.m.
Saturday and Sunday: 9 a.m. to 6:30 p.m.

## Brandt Student Center Food Court

Sandella's
Monday through Thursday: I0:30 a.m. to 10:30 p.m.
Friday: I0:30 a.m. to 5:30 p.m.
Saturday \& Sunday: closed

Grill $155^{\circ}$
Monday through Friday: 7:30 a.m. to I | p.m.
Saturdays: I to I I p.m.
Sundays: I to 10:30 p.m.

## Brandt Student Center Jazzman's Cafe

Monday through Friday: 7:30 a.m. to 10:30 p.m.
Saturdays: 10 a.m. to 2 p.m.
Sundays: closed

Health Professions Building Cafe
Monday through Friday: 7:30 a.m. to I:30 p.m.
Meals are provided for residential and commuting students who have meal plans. In the Allen Dining Hall, students present their I.D. cards at the door for unlimited food and beverage selections and refills. Students not on meal plans or visitors to the campus are encouraged to enjoy the dining service facilities and to pay at the door. Students also have the option of using meal plans or cash at retail outlets in the Brandt Student Center and at the HPB Café at the Winchester Medical Center. There are also off-campus restaurants that accept flex dollars.

## Health (Physical and Mental)

See Wilkins Wellness Center.

## Health Professions Building Services

Winchester Medical Center Campus

## Bookstore

Monday \& Thursday: I | a.m. to 3 p.m.

## Computer Lab, Room 265

Sunday: I to 5 p.m.
Monday through Thursday: 8 a.m. to 10 p.m.
Friday: 8 a.m. to 5 p.m.
Saturday: 10 a.m. to 5 p.m.

## Fitness Room

Monday through Thursday: 7 a.m. to 10 p.m.
Friday through Sunday: 7 a.m. to 5 p.m.
Everyone must have valid SU I.D. for entry.

## Health Sciences Library

Sunday: I to 5 p.m.
Monday through Thursday: 8 a.m. to 10 p.m.
Friday: 8 a.m. to 5 p.m.
Saturday: 10 a.m. to 5 p.m.

## International Programs and Travel

Center for International Programs
Cooley Hall, ground floor
Director International Programs Bethany Galipeau-Konate
(540) 542-6285
bgalipea@su.edu
Shenandoah offers a wide range of travel opportunities, including its unique Global Citizenship Project, which annually sends dozens of students around the world during spring break - all travel expenses paid by the university. The university is also home to more than 100 students from other countries, and the Center for International Programs serves as an office for international student organizations. The Center encourages all students to broaden their horizons by stopping by the Center first.

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## Library (Alson H. Smith Library)

Main Campus
Director Christopher Bean
(540) 665-4553
cbean@su.edu
Sunday: I p.m. to midnight
Monday through Thursday: 8 a.m. to midnight
Friday: 8 a.m. to 8 p.m.
Saturday: 10 a.m. to 6 p.m.

## Laundry

Located in each residence hall
Laundry facilities are available for use only to Shenandoah University residential students. The Auxiliary Services Office is responsible for addressing any problems with their operation. The cost of operating washers and dryers is just 25 cents each.

## Lost and Found

Located at the Brandt Student Center Information Desk
(See BSC hours of operation.)

## Recreation and Outdoor Programming

Brandt Student Center
Recreational Sports Coordinator Chaiyos A. Maines
(540) 665-4790
recsports@su.edu
Coordinator of Outdoor Programs Stacey Keenan
(540) 542-6533
suoutdoors@su.edu
Recreation and Outdoor Programming exist to promote healthy, active lifestyles through recreational and experiential opportunities. Programs and services enhance physical, psychological, ethical, intellectual and social development while fostering community and building relationships. Intramural sports competitions are open to all Shenandoah undergraduate and graduate students as well as faculty and staff. Outdoor programs throughout the year take students to wonderful locations throughout the Shenandoah Valley for a variety of adventures.

## Residence Life \& Student Conduct

Cooley Hall, Room 214
Director of Residence Life \& Student Conduct Life Sue O'Driscoll
(540) 665-46।I
reslife@su.edu
Living on campus helps students build foundations for academic and social success.
Residential students develop support systems, forge lifelong friendships, meet people from diverse backgrounds and integrate into the campus community. Through immersion in the academic, cultural and social life of the institution, residential students develop skills and tools that lead to student success. For this reason, first and second-year students are required to live on campus, taking advantage of the graduated living options that facilitate students' development.

## Safety

Department of Public Safety
Armstrong Hall, north end
Director of Public Safety Wayne Sealock
(540) 545-7338
(540) 678-4444 for assistance 24/7

91I for true emergencies
wsealock@su.edu
Shenandoah University stands by the belief that personal safety is the responsibility of the individual, who must be aware of his/her surroundings and use good judgment. The Department of Public Safety is staffed 24/7, and its officers are trained to respond and assist students, employees and guests on campus. Officers routinely patrol campus on foot and in vehicles. Emergency phones are located across campus and are also connected to the Winchester Police Department. Officers also work to educate students and employees about appropriate behavior that increases the safety of the individual as well as the entire campus community.

## Spiritual Life

Goodson Chapel, lower level
Dean of Spiritual Life Justin Allen
(540) 535-3546
goodsonchapel@su.edu
The great diversity of religious convictions among Shenandoah's students enriches the cultural life on campus. Shenandoah encourages mutual respect for various religious perspectives while offering programs that support and nurture spiritual growth. The Spiritual Life staff incorporates a wide variety of opportunities for worship, study, service and spiritual growth. It seeks to weave together spiritual and intellectual journeys. The office sponsors a number of programmatic initiatives that meet students' desires for prayer, study, ethical reflection, fellowship and service. Weekly Sunday worship is University Chapel @ Noon and Wednesday Night Live service is held weekly at 10 p.m.

## Student Government Association

Brandt Student Center lower level
Director of Student Engagement Rick McClendon, adviser
(540) 665-46।I
rmcclend@su.edu
sga@su.edu
Shenandoah University affirms the rights and responsibilities of students to have a voice in the university's decision-making process. As a representative body, the members of the Student Government Association are charged with representing student ideas and keeping students updated on key issues at the institution. The Student Government Association officers and representatives serve as voting members of many university policy-making councils and the Board ofTrustees.

## Wilkins Wellness Center

Racey Hall, ground floor overlooking quad
Director Ron Stickley
(540) 665-4530
wwcenter@su.edu
Monday through Friday: 9 a.m. to 5 p.m.
closed noon to I p.m.
The Mary B. Wilkins Wellness Center is an ambulatory health clinic providing acute care for students as well as health education, physical examinations and preventive health services such as immunizations. The staff includes registered nurses and a part-time family nurse practitioner (FNP). The nurses assess illnesses and injuries and treats according to standard protocols. It is beneficial for students to take advantage of the Wellness Center services whenever possible. Most services are free to all students. Physical examination, pap and immunizations can be obtained at the center for a nominal charge. However, in the event of a complicated illness or injury, the student may be referred to a local physician or the Urgent Care. In the event of an emergency, the student will be referred to Winchester Medical Center emergency department.

## Counseling Center

Cooley Hall, Rooms 301-306
Director Nancy Schulte
(540) 665-4530
nschulte@su.edu
The Counseling Center offers short-term personal counseling for a wide variety of mental health and substance-use issues. The Center provides a comfortable, safe and confidential environment that allows students to explore personal concerns. It is in this nurturing setting students can practice strategies for improving decision-making skills, learn healthy coping methods and find support for appropriate resources. Free individual and group therapy is available only to students, however consultation with faculty, staff and parents is also available. The Counseling Center has a relaxation room that features a massage chair, biofeedback, light and aroma therapy, pamphlets and online assessments. The Counseling Center assumes no obligation for long-term therapy and is subject to session limits, but maintains a referral network to a variety of agencies and qualified practitioners in the community.

## Writing Center

Howe Hall Room 204
Dr. Doug Enders, director (540) 665-4845
wc@su.edu
Monday through Thursday: I 0 a.m. to 8 p.m.
Friday: 10 a.m. to 4 p.m.
HPB and at NVC hours are posted at www.su.edu/writing_center
The Shenandoah University Writing Center takes as its primary mission one-to-one instruction in writing for all students. The conferences between students and Writing Center staff, either face-to-face or online, work to enable students to learn productive habits in pre-writing, drafting, revising, and editing. Using directive and non-directive instructional techniques, the Center's staff encourages students to do their own work but to value consultation as a valuable part of composing. The ultimate goal of the Center is to develop more able student writers.

# COLLEGE OF ARTS \& SCIENCES 

Calvin H. Allen, Dean<br>Gregory Hall, Room I57, (540) 665-4587<br>Beverly Brown Schulke, Associate Dean Henkel Hall, Room 205, (540) 535-3589

## Statement of Purpose

The College of Arts \& Sciences supports the university's mission to prepare individuals to be critical, reflective thinkers; lifelong learners; and ethical, compassionate citizens who are committed to making responsible contributions within a community, a nation and the world. In order to accomplish this mission, the college has adopted the following learning objectives.
I. Knowledge: Students will acquire in-depth knowledge in a major field of study and knowledge in one field outside their major area of study.
2. Critical Thinking: Students will be able to pose, assess, and solve complex and diverse problems using a variety of approaches and methods.
3. Information Literacy: Students will be able to obtain, and assess the veracity of, information pertaining to any topic of interest. Furthermore, students will have the ability to synthesize information from multiple sources and perspectives.
4. Communication Skills: Students will be able to communicate in writing and orally in a manner and at a level commensurate with their field of study and undergraduate education. Students will be able to communicate in a second language.
5. Technology: Students will be able to work effectively with current technology as it pertains to their particular field of study.

## Degree Requirements

I. The minimum number of credit hours required for an Arts \& Sciences baccalaureate degree is 120 , with 36 of those hours at or above the 300 level. No more than 8 onehour activities credits or 42 hours in a single prefix may count toward the 120 -hour graduation requirement.
2. A student must complete at least 12 credit hours of 300-400 level major course requirements while in residence at Shenandoah University.
3. A student must demonstrate competency in a second language. This competency is defined as completion through the fourth semester of a second language or higher. The following exemptions apply:
a. native speakers of languages other than English,
b. completion of four years of a single second language in high school,
c. completion of at least one semester of study abroad in a non-English speaking country,
d. a score in the 80th percentile (based on the SU norm) and above on the foreign language placement exam.
4. A student must complete the requirements for a major. Students must also complete a second major, a minor or the Teacher Education Professional Studies Certificate program. A grade of " C " or better is required of each course counted toward a major, minor or certificate.

## Attendance

It is the policy of the College of Arts \& Sciences that if a student misses more than 20 percent of the contact hours in a course, for any reason, the student will have to withdraw from the course before the withdrawal deadline or receive an "F" as a final grade. The instructor may modify this policy according to the nature of the course.

## Academic Programs

## Core Studies Program

Students are not required to declare a major but may choose to enter the Core Studies Program. This program has three main thrusts: to help students identify their academic strengths and interests through coursework in different disciplines; to help students identify the careers for which their strengths and interests best suit them; and to guide them toward completion of the general education and College of Arts \& Sciences degree requirements.

Core Studies students will remain in close contact with an academic advisor who is familiar with the range of academic programs and support services available at Shenandoah University. These students will be encouraged to take courses from a wide range of disciplines. They will be encouraged to take advantage of the help provided by Career Services and the Academic Enrichment Center. Core Studies students are invited to special events designed to stimulate exploration of various areas of study and work and to create a sense of community among those weighing their options.

Students in the Core Studies Program may declare a major at any time but must do so by the end of the sophomore year.

## Honors Courses

The College of Arts \& Sciences seeks to address the individual academic needs of students with a wide range of skills and interests. In keeping with this goal, the College of Arts \& Sciences provides enhanced course offerings for those students with above average ability or special interests in a particular course or discipline. This might be in the form of specifically designated honors sections of courses but may also take the form of an individually directed program within the context of a regular course offering. Subject to the approval of the instructor, all College of Arts \& Sciences courses are eligible for honors designation. A student desiring to undertake the honors curriculum in a particular course will, with the approval of and in cooperation with the faculty member for that course, complete an honors contract spelling out the specific requirements. These requirements
must be both quantitatively (representing approximately one credit hour additional effort) and qualitatively more rigorous than the normal requirements for the course. The completed contract will be reviewed and approved by the appropriate department chair. Copies of all honors contracts (whether approved or not) will be forwarded to the dean of the College of Arts \& Sciences. The contract must be completed before the conclusion of the university's course addition deadline to ensure proper registration. In the event that either the faculty member or student believes that the terms of the contract are not being or cannot be met, the honors contract can be broken and the student returned to regular enrollment status for the course. Successful completion of the honors course requires that the student fulfill all terms of the honors contract and earn either an "A" or "B" for the course. Courses for which a student earns honors designation will be so indicated on the student's transcript.

## Pre-Health Professions Programs

Students wishing to qualify for admissions to health professions such as medicine, physical therapy, occupational therapy, pharmacy, veterinary medicine, physician assistant, etc., generally complete an undergraduate major that includes strong preparation in the basic sciences or psychology. Typical majors for such fields are biology, chemistry, kinesiology and psychology.

Students planning on applying for admission to professional-level programs should work closely with the appropriate academic advisor to plan a sequence of courses that will meet the prerequisites of the institutions in which they are interested. Information concerning alternatives is available in the dean's office, College of Arts \& Sciences.

## Pre-Law Study

William Shendow, Director
Davis Hall, Room 208, (540) 665-4697
The College of Arts \& Sciences offers a pre-law program for students considering law school admissions and a career in the law. No separate curriculum is prescribed, but prelaw students major in the field of their choice and take electives in those areas that develop communication skills, reasoning ability and an understanding of the social context of American law and legal practice. As its philosophy, the Shenandoah University pre-law program holds that the best preparation for the study and practice of law lies in mastering the skills of writing, critical thinking and cultural understanding inherent in a liberal arts education.

The pre-law program is administered through a pre-law advisor, who counsels students on appropriate courses, law school admissions procedures and preparation for law school admissions tests.

## Degree Programs in the College of Arts \& Sciences

Through the College of Arts \& Sciences, Shenandoah offers 17 baccalaureate majors and 21 minors. In addition, courses leading to Virginia teacher certification in elementary and secondary education are offered. The majors and minors in the degree programs have been developed to serve the needs of students with immediate career objectives as well as those who plan to go on to professional and graduate schools. Unless a specific degree program is highly structured, students are given considerable latitude to select specific elective courses. Those students who wish to design their own multidisciplinary major may do so through the University Interdisciplinary Studies (B.A.) program.

Students planning to continue their education after graduation should consult graduate or professional school catalogs to determine admissions requirements at those institutions. They should also discuss these requirements with their advisors at Shenandoah University.

Degree programs available within the College of Arts \& Sciences are listed under their appropriate divisions.

## Biology (B.S.)

Laura Haubrick, Assistant Professor of Biology
Gregory Hall, Room I I 3, (540) 535-3409
The Biology major offers a wide variety of opportunities for students to develop both fundamental and in-depth knowledge within the disciplines of the biological sciences. Students will participate in comprehensive hands-on laboratory-based activities that will promote the development of technical skills used in biological science investigations.

The Biology major has been designed to allow students to pursue specialized interests in secondary biology education, field biology and the health-related professions including medicine, dentistry, veterinary medicine, physician assistant, physical therapy, occupational therapy and athletic training, and all related fields of study at the graduate level.

## Courses Required for the Biology Program

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| BIO | 121 | General Biology I | 4 |
| BIO | 122 | General Biology II | 4 |
| BIO | 260 | Microbiology | 4 |
| BIO | 312 | Genetics | 4 |
| BIO | 321 | Ecology | 4 |
| BIO | 409 | Cell Biology | 4 |
|  |  | Biology electives* at or above the 200 level | 6-8 |
|  |  | 4 credit hours of coursework in which students will experience and participate in investigative research, writing styles of scientific disciplines, and develop technical skills used in scientific procedures. The following courses are acceptable: BIO 19I, BIO 192, BIO 49I, BIO 492, CHEM 49I, CHEM 492, ES 390, ES 42I, or any courses approved by the department chair. | 4 |
| CHEM | 121 | General Chemistry I | 4 |
| CHEM | 122 | General Chemistry II | 4 |
|  |  | Chemistry at or above the CHEM 200 level | 8 |
|  |  | Total | 50-52 |
| Collateral recommendation: |  |  |  |
|  |  | Physics at or above the I I I level | 8 |
| MATH | 207 | Introduction to Statistics | 3 |

## Biology Minor

The Biology minor is intended to provide students with a foundational knowledge of biological sciences. Students may chose elective courses pertaining to specialized interests such as field biology, microbiology and clinical laboratory sciences, biology teacher licensure, or health-related professions. The total minimum number of credits for the biology minor is 18. This may include BIO 12 ( 4 credits) or BIO 122 ( 4 credits), but not BIO 105 . For the remaining credits, at least one course ( $2-4$ credits) must be at the 300 or 400 level.

The following courses are acceptable as Biology electives:

| CHEM 33I | Biochemistry I |
| :--- | :--- |
| ES I01 | Introduction to Environmental Studies |
| ES 42 | Environmental Measurement Methods |

Or any courses approved by the department chair
Additional courses of 16-24 credits can be selected for students to pursue specialized interests in Biology.
a) Field Biology
b) Microbiology and Clinical Laboratory Sciences
c) Biology Teacher Licensure
d) Pre-Medicine and Pre-Dentistry
e) Pre-Physician Assistant
f) Pre-Physical Therapy
g) Pre-Occupational Therapy
h) Pre-Veterinary Medicine
*See the program coordinator for recommended courses.

## Biology

Ist year - Fall
BIO I21 General Biology I (Domain 4) 4
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Elective 3
Foreign Language (Arts and Sciences requirement) 3
Total 16

Ist year - Spring
BIO $122 \quad$ General Biology II (Domain 4) 4
ENG 102 Introduction to Literature (Domain 2) 3
Foreign Language (Arts \& Sciences requirement) 3
Quantitative Literacy Gen Ed (Domain 3) 3
Elective 3
Total 16

2nd year - Fall
CHEM I21 General Chemistry I 4
$\mathrm{BIO} \quad$ Elective 200 level or higher
(can be taken any semester after freshman year) 4
$\mathrm{BIO} \quad$ Elective (Biotechniques elective) 3
Foreign Language (Arts \& Science requirement) 3
The Individual in Society Gen Ed (Domain 6) 3
Total 17

2nd year - Spring
CHEM 122 General Chemistry II 4
BIO Elective 200 level or higher 4
Foreign Language (Arts \& Sciences requirement) 3
BIO 260 Microbiology 4
Total 15

3rd year - Fall
BIO |91 Introduction to Biology Research 3
BIO 32I Ecology 4
CHEM Elective 200 level or higher
(can be taken any semester after completing CHEM I22) 4
BIO 312 Genetics 4
Total 15
3rd year - Spring
CHEM Elective 200 level or higher ..... 4
Moral Reasoning Gen Ed (Domain 5) ..... 3
Oral Communication Gen Ed (Domain I) ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
4th year - Fall
Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
BIO Elective ..... 4
Total ..... 16
4th year - Spring
BIO 409 Cell Biology ..... 4
Elective ..... 4
Elective ..... 3-4
Elective ..... 3-4
Total ..... 14-16
Biology - Pre-PA
Ist year - Fall
BIO |2l General Biology I (Domain 4) ..... 4
Gen Ed Elective ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
ENG IOI Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
Total ..... 16
Ist year - Spring
BIO 122 General Biology II (Domain 4) ..... 4
ENG $102 \quad$ Introduction to Literature (Domain 2) ..... 3
MATH 207 Introduction to Statistics (Domain 3) ..... 3
PSY 10I General Psychology (Domain 6) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 16
2nd year - Fall
CHEM 121 General Chemistry I ..... 4
BIO 201 Medical Terminology ..... 3
BIO 23I Human Anatomy and Physiology I ..... 4
$\mathrm{BIO} \quad$ Elective (Biotechniques elective) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 17
2nd year - Spring
CHEM 122 General Chemistry II ..... 4
BIO 232 Human Anatomy and Physiology II ..... 4
BIO 260 Microbiology ..... 4
Foreign Language (Arts and Sciences requirement) ..... 3
Total ..... 15
3rd year - Fall
CHEM 33I Biochemistry I ..... 4
BIO 312 Genetics ..... 4
BIO 191 Introduction to Biology Research ..... 3
BIO 321 Ecology ..... 4
Total ..... 15
3rd year - Spring
CHEM Elective (200 level or higher) ..... 4
PSY 220 Child Development ..... 3
Moral Reasoning Gen Ed (Domain 5) ..... 3
Oral Communication Gen Ed (Domain I) ..... 3
Elective ..... 3
Total ..... 16
4th year - Fall
BIO Elective ..... 4
Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
4th year - Spring
BIO 409 Cell Biology ..... 4
Elective ..... 3-4
Elective ..... 3-4
Elective ..... 3-4
Total ..... 13-16
Biology - Pre-Dental or Medicine
Ist year - Fall
BIO $121 \quad$ General Biology I (Domain 4) ..... 4
ENG IOI Composition (Domain I) ..... 3
MATH $201 \quad$ Calculus and Analytic Geometry I (Domain 3) ..... 5
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 18
Ist year - Spring
BIO 122 General Biology II (Domain 4) ..... 4
ENG 102 Introduction to Literature (Domain 2) ..... 3
MATH 202 Calculus and Analytic Geometry II (Domain 3) ..... 5
PSY IOI General Psychology (Domain 6) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 18
2nd year - Fall
CHEM 121 General Chemistry I 4
BIO 321 Ecology 4
BIO 201 Medical Terminology 3
Moral Reasoning Gen Ed (Domain 5) 3
Foreign Language (Arts \& Sciences requirement) 3
Total 17
2nd year - Spring
CHEM 122 General Chemistry II 4
BIO 23I Human Anatomy and Physiology I 4
BIO 260 Microbiology 4
Foreign Language (Arts \& Sciences requirement) 3
Total 15
3rd year - Fall
CHEM 301 Organic Chemistry I 4
BIO 312 Genetics 4
BIO 191 Introduction to Biology Research 3
BIO 232 Human Anatomy and Physiology II 4
Total 15
3rd year - Spring
CHEM 302 Organic Chemistry II 4
PSY 220 Child Development 3
Elective 3
Elective 3
Oral Communication Gen Ed (Domain I) 3
Total 16
4th year - Fall
BIO Elective (Biotechniques) 3
BIO Elective 4
Elective 3
Elective 3
Elective 3
Total 16
4th year - Spring
BIO 409 Cell Biology 4
Elective 3
Elective 3
Elective 3
Total 13

## Biology - Pre-Veterinary

## Ist year - Fall

BIO I21 General Biology I (Domain 4) 4
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
MATH 201 Calculus and Analytic Geometry I (Domain 3) 5
Foreign Language (Arts \& Sciences requirement) 3
Total 18

Ist year - Spring
BIO $122 \quad$ General Biology II (Domain 4) 4
ENG 102 Introduction to Literature (Domain 2) 3
MATH 202 Calculus and Analytic Geometry II (Domain 3) 5
PSY IO1 General Psychology (Domain 6) 3
Foreign Language (Arts \& Sciences requirement) 3
Total 18

2nd year - Fall
CHEM I21 General Chemistry I 4
BIO 321 Ecology 4
BIO 325 Animal Behavior 4
Foreign Language (Arts \& Sciences requirement) 3
Total 15

2nd year - Spring
CHEM 122 General Chemistry II 4
BIO 260 Microbiology 4
Foreign Language I02 (Arts \& Sciences requirement) 3
Moral Reasoning Gen Ed (Domain 5) 3
Total 14

3rd year - Fall
CHEM 301 Organic Chemistry I 4
BIO 312 Genetics 4
BIO |91 Introduction to Biology Research 3
BIO 20I Medical Terminology 3
Total 14

3rd year - Spring
CHEM 302 Organic Chemistry II 4
BIO 35I Vertebrate Zoology 4
PSY 220 Child Development 3
Oral Communication Gen Ed (Domain I) 3
Total 14
4th year - Fall
BIO Elective (Biotechniques) ..... 3
BIO Elective ..... 4PHYS III College Physics Ior
PHYS |21 General Physics I ..... 4
Elective ..... 3
Elective ..... 3
Total ..... 17
4th year - Spring
BIO 409 Cell Biology ..... 4
PHYS 112 College Physics IIor
PHYS 122 General Physics II ..... 3
Elective ..... 3-4
Elective ..... 3-4
Total ..... |3-15
Biology - Secondary Education
Ist year - Fall
BIO 121 General Biology I (Domain 4) ..... 4
ENG IOI Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Elective ..... 3
Total ..... 16
Ist year - Spring
BIO 122 General Biology II (Domain 4) ..... 4
ENG 102 Introduction to Literature (Domain 2) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Quantitative Literacy Gen Ed (Domain 3) ..... 3
Elective ..... 3
Total ..... 16
2nd year - Fall
CHEM 121 General Chemistry I ..... 4
BIO 325 Animal Behavioror
BIO 342 Plant Taxonomy ..... 4
$\mathrm{BIO} \quad$ Elective (Biotechniques elective) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 14
2nd year - Spring
CHEM 122 General Chemistry II ..... 4
BIO Elective (200 level or higher) ..... 4
BIO 260 Microbiology ..... 4
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 15
3rd year - Fall
CHEM 311 Instrumental Analysis ..... 4
BIO 35I Vertebrate Zoologyor
BIO 344 Plant Morphology ..... 4
Moral Reasoning Gen Ed (Domain 5) ..... 3
Oral Communication Gen Ed (DomainI) ..... 3
Elective ..... 3
Total ..... 17
3rd year - Spring
CHEM 31I Instrumental Analysis ..... 4
BIO 35I Vertebrate Zoology
or
BIO 344 Plant Morphology ..... 4
Foreign Language 202 (Arts \& Sciences Core) ..... 3
Moral Reasonging Gen Ed (Domain 5) ..... 3
Gen Ed (Domain/Elective) ..... I
Total ..... 15
4th year - Fall
BIO Elective ..... 4
Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
4th year - Spring
BIO ..... 409
Cell Biology ..... 4
Elective ..... 3-4
Elective ..... 3-4
Elective ..... 3-4
Total ..... 13-16

## Chemistry (B.S.)

Diep Ca, Associate Professor of Chemistry
Gregory Hall, Room 2I 0, (540) 678-4330
The Chemistry program prepares students for graduate study in chemistry; further studies in health-related occupations such as pharmacy, medicine, and dentistry; teaching in secondary schools; and for a wide variety of chemistry-related positions in industry and government, including quality control, environmental control, production supervision and research and development. The program also provides necessary experience and background for students studying biological or environmental science. Development of comprehension, expertise and hands-on skills occur in a supportive laboratory-based environment and culminate in an individualized research project.

Courses Required for the Chemistry Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| CHEM | 121 | General Chemistry I | 4 |
| CHEM | 122 | General Chemistry II | 4 |
| CHEM | 211 | Analytical Chemistry | 4 |
| CHEM | 301 | Organic Chemistry I | 4 |
| CHEM | 302 | Organic Chemistry II | 4 |
| CHEM | 317 | Inorganic Chemistry | 4 |
| CHEM | 321 | Physical Chemistry I | 4 |
| CHEM | 322 | Physical Chemistry II | 4 |
| CHEM | 331 | Biochemistry I | 4 |
| CHEM | 332 | Biochemistry II | 4 |
| CHEM | 491 | Research Seminar | 2 |
| CHEM | 492 | Research Seminar | 2 |
| MATH | 201 | Calculus and Analytic Geometry I | 5 |
| PHYS | 111 | College Physics I | 4 |
|  | or | General Physics I | 4 |

> Chemistry majors are strongly encouraged to take the following courses to complement their program: MATH 202 Calculus and Analytic Geometry II, PHYS I I 2 College Physics II or PHYS 122 General Physics II, CHEM 31 I Instrumental Analysis, and CHEM 420 Advanced Synthesis and Analysis.

Courses Required for the Chemistry Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| CHEM | 121 | General Chemistry I | 4 |
| CHEM | 122 | General Chemistry II | 4 |
| CHEM | 211 | Analytical Chemistry | 4 |
| CHEM | 301 | Organic Chemistry I | 4 |
| CHEM | 302 | Organic Chemistry II | 4 |
|  |  | Chemistry Electives | 4 |
|  |  | Total | 24 |

## Chemistry

Ist year - Fall
CHEM I21 General Chemistry I (Domain 4) 4
MATH IOI Precalculus I (Domain 3) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Foreign Language (Arts \& Sciences Requirement) 3
MCOM $150 \quad$ Principles of Public Speaking (Domain I) 3
Total 16

Ist year - Spring
CHEM 122 General Chemistry II (Domain 4) 4
MATH 102 Precalculus II (Domain 3) 3
ENG IOI Composition (Domain I) 3
Foreign Language (Arts \& Sciences Requirement) 3
Total 13

2nd year - Fall
MATH 20I Calculus and Analytic Geometry I 5
CHEM 211 Analytical Chemistry 4
PHYS III College Physics I 4
or
PHYS 121 General Physics I (Domain 4) 3
Total 12-13

2nd year - Spring
MATH 202 Calculus and Analytic Geometry II 5
CHEM 311 Instrumental Analysis 4
Recommended course* 4
Recommended course* 4-5
Total 17-18

3rd year - Fall
CHEM 301 Organic Chemistry I 4
CHEM 331 Biochemistry I 4
CHEM 491 Research Seminar 2
Moral Reasoning Gen Ed (Domain 5) 3
Elective for Minor 3
Total 16

3rd year - Spring
CHEM 302 Organic Chemistry II 4
CHEM 332 Biochemistry II 4
CHEM 492 Research Seminar 2
Elective for Minor 3
Elective for Minor 3
Total 16
4th year - Fal
CHEM 321 Physical Chemistryl ..... 4
The Individual in Society Gen Ed (Domain 6) ..... 3
Elective for Minor ..... 3
Elective for Minor ..... 3
Elective for Minor ..... 3
Total ..... 16
4th year - Spring
CHEM 322 Physical Chemistry II ..... 4
CHEM 317 Inorganic Chemistry ..... 4
Recommended course* ..... 3-4
Elective for Minor ..... 3
Total ..... |4-| 5

## Criminal Justice (B.S.)

Beverly Brown Schulke, Associate Professor of Criminal Justice Henkel Hall, Room 205, (540) 535-3589
The Criminal Justice major provides a broad understanding of criminal justice principles and issues in the framework of contemporary society. The major equips students with the breadth of knowledge expected of a liberal arts education. Students majoring in Criminal Justice will be prepared to work in entry-level positions in law enforcement, courts or corrections agencies at the local, state or federal levels or to continue their studies at the graduate level.

Courses Required for the Criminal Justice Major
Course Title Credit Hours

CJ 201 Introduction to Criminal Justice 3
CJ 220 Crime and Its Analysis 3
CJ 305 Criminal Theory 3
CJ 321 Policing and Law Enforcement 3
CJ 322 The Courts 3
CJ 323 Corrections 3
CJ 343 Law for the Criminal Justice Professional 3
CJ 350 Criminological Research Methods 3
CJ 477 Issues in Criminal Justice 3
Choose four of the following (at least one at the 400 level): 12

| CJ | 261 | Juvenile Delinquency |
| :--- | :--- | :--- |
| CJ | 295 | Topics in Criminal Justice |
| CJ | 335 | Women and Crime |
| CJ | 360 | Criminal Procedure |
| CJ | 370 | Drugs and Crime |
| CJ | 371 | White-Collar Crime |
| CJ | 372 | Organized Crime |
| CJ | 373 | Terrorism |
| CJ | 374 | Homicide |
| CJ | 390 | History of Criminal Law |
| CJ | 401 | Internship |
| CJ | 495 | Topics in Criminal Justice |
| CJ | 499 | Guided Independent Study |

## Courses Required for the Criminal Justice Minor

CJ 201 Introduction to Criminal Justice 3

CJ 220 Crime and Its Analysis 3
And 4 other CJ classes, at least 3 at the 300 level or greater 12

## Criminal Justice

Ist year - Fall
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
MATH 207 Introduction to Statistics (Domain 3) 3
ENG IOI Composition (Domain I) 3
CJ 201 Introduction to Criminal Justice System (Domain 6) 3
Foreign Language (Arts \& Science requirement) 3
Total 15

Ist year - Spring
CJ 220 Crime and Its Analysis 3
CJ 321 Policing and Law Enforcement 3

CJ 322 The Courts
or
CJ 323
Corrections
Foreign Language (Arts \& Sciences requirement) 3
The Nature of Science Gen Ed (Domain 4) 4
Artistic Expression Gen Ed (Domain 2) 3
Total 16

2nd year - Fall
CJ 32l
Policing and Law Enforcement

Cl
The Courts
or
CJ 323
Corrections
Foreign Language (Arts \& Sciences requirement)
or
CJ
Elective
Introductory class for Minor 3
The Individual in Society Gen Ed (Domain 6) 3
Moral Reasoning Gen Ed (Domain 5) 3
Total I5

2nd year - Spring
CJ 305 Criminal Theory 3
CJ 321 Policing and Law Enforcement 3
C) 322 The Courts
or
C) 323 Corrections

Foreign Language (Arts \& Sciences requirement) 3
or
Elective for Minor
Gen Ed Elective (Domain 2, 3, 4, 5 or 6) 3
Gen Ed Domain/Elective 3
Total 15
3rd year - Fall
CJ 343 Law for CJ Professional ..... 3
CJ 350 Criminological Research Methods ..... 3
Oral Communication Gen Ed (Domain I) ..... 3
Required Course for Minor ..... 3
Elective Course for Minor ..... 3
Total ..... 15
3rd year - Spring
C Elective ..... 3
C Elective (Internship suggested) ..... 3
Elective for Minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
4th year - Fall
CJ Elective ..... 3
CJ Elective ..... 3
Course for Minor ..... 3-4
Elective ..... 3
Elective ..... 3
Total ..... |5-16
4th year - Spring
CJ 477 Issues in Criminal Justice ..... 3
CJ Elective ..... 3
Elective for Minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15

## English (B.A.)

John Jacobs, Professor of English
Gregory Hall, Room 207, (540) 665-4597
The English major is designed to help students become critical thinkers, perceptive readers and skilled writers. Through study of great works of Western and world literatures, English majors develop a deep understanding of humankind's artistic heritage, which reflects and shapes humankind's historical, intellectual, psychological and spiritual dimensions. English majors are prepared for a wide variety of careers - including teaching (with appropriate certification), librarianship, academic administration, business, writing, editing, advertising, public relations and civil service - and graduate and professional schools.

## Courses Required for the English Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| ENG | 102 | Introduction to Literature | 3 |
| ENG | 201 | Advanced Essay | 3 |
| ENG | 209 | Research Writing in English | 3 |
| ENG | 213 | Literature in Critical Perspectives | 3 |
| ENG | 235 | Ancient World Literature | 3 |
| ENG | 499 | Senior Comprehensive Study <br> English electives from the 300-level, including at least one <br> course each in fiction, drama and poetry; one course in <br> literature, creative writing, art, music or theater at the 200-level <br> may be used in partial fulfillment of these requirements. | 3 |
|  |  | Total | 21 |

## Courses Required for the English Minor

The English minor emphasizes the analytic study of literature and the development of writing and speaking skills. These analytic and communications skills are important for any academic study, and they are highly valued by potential employers.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| ENG | 102 | Introduction to Literature | 3 |
| ENG | 213 | Literature in Critical Perspectives |  |
|  | or |  | 3 |
| ENG | 235 | Ancient World Literature | 12 |
|  |  | English electives from the 300-level | Total |

## English

Ist year - Fall
ENG |0|
Composition (Domain I)
3
Foreign Language (Arts \& Sciences requirement) 3
Quantitative Literacy Gen Ed (Domain 3)
The Individual in Society Gen Ed (Domain 6)
or
Elective 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total|5-17
Ist year - Spring

| ENG 102 | Introduction to Literature (Domain 2) | 3 |
| :--- | :--- | ---: |
|  | Foreign Language (Arts \& Sciences requirement) | 3 |
|  | The Nature of Science Gen Ed (Domain 4) | $3-4$ |
|  | The Individual in Society Gen Ed (Domain 6) | 3 |
|  | Elective | 3 |
|  | Total | $15-16$ |

2nd year - Fall
ENG $213 \quad$ Literature in Critical Perspectives
or
ENG 235 Ancient World Literature 3
ENG Elective (300 level genre) 3
ENG Elective
or
Elective for Minor 3
Gen Ed Elective3
Moral Reasoning Gen Ed (Domain 5) ..... 3
Total ..... 15
2nd year - SpringENG 201 Advanced Essayor
ENG 209 Research Writing in English ..... 3
ENG Elective (300 level genre) ..... 3
Gen Ed Elective ..... 3
ENG Elective ..... 3
or
Elective for Minor ..... 3
Total ..... 15
3rd year - Fall
ENG 235 Ancient World Literatureor
ENG $213 \quad$ Literature in Critical Perspectives ..... 3
ENG Elective (300 level genre) ..... 3
Gen Ed Domain/Elective ..... 3
ENG Electiveor
Elective for Minor ..... 3
Elective/Elective for Minor ..... 3
Total ..... 15
3rd year - Spring
ENG 209 Research Writing in English ..... or
ENG $201 \quad$ Advanced Essay ..... 3
ENG Elective (300 level genre) ..... 3
ENG Elective
or
Elective for Minor ..... 3
Elective for Minor ..... 3
Elective ..... 3
Total ..... 15
4th year - Fall
ENG 499 Senior Comprehensive Study
or
ENG Elective (300 level genre) ..... 3
ENG Elective ..... 3
Elective/Elective for Minor ..... 3
Elective/Elective for Minor ..... 3
Elective/Elective for Minor ..... 3
Total ..... 15
4th year - Spring
ENG 499 Senior Comprehensive Study ..... 3
ENG Elective ..... 3
Elective/Elective for Minor ..... 3
Elective/Elective for Minor ..... 3
Elective for Minor ..... 3
Total ..... 15

## English as a Second Language (Certificate only)

Sara White

Academic Enrichment Center, (540) 678-4302
All international students for whom English is not their first language and who have been admitted to the university on a provisional basis or as a visiting student are expected to enroll in ESL academic support classes until they have met the English Language Proficiency standards. Students are placed in appropriate ESL classes based upon TOEFL or IELTS scores, recent writing samples and individual conferences with ESL and academic program faculty members.
ESL students are prepared for the academic classroom through a series of courses that emphasize the integration of speaking, listening, reading and writing skills, and incorporating the use of information systems. International students who are able to demonstrate a basic understanding of English may take academic classes while enrolled in ESL with the approval of the instructors of both the ESL and academic classes. This enables the international student to have direct experience in taking academic classes while receiving individualized support in English from ESL instructors and teaching assistants.

Students who demonstrate proficiency in English, through either passing a course at the 109 level or above with a grade of " B " or higher, or through earning a passing score on the TOEFL, are released from ESL requirements. After gaining ESL proficiency, students may elect to continue improving their English through advanced courses.

Students enrolled in the English as a Second Language Certificate program will be eligible to receive the certificate when they complete two courses at the Intermediate Level and two courses at the Advanced Level with a cumulative GPA of 3.0 or higher for a total of twelve credits.

[^0]
## Environmental Studies (B.S.)

Joshua Kincaid, Assistant Professor of Environmental Studies
Gregory Hall, Room 206, (540) 665-4909
Environmental Studies combines perspectives from the natural and social sciences with applied experiences in the laboratory, field sites and community settings. The major consists of required courses and projects that provide an interdisciplinary understanding of environmental concepts, issues and methods for resolving problems. Additional courses enable the student to develop selected competencies in greater depth as preparation for graduate study and/or a professional career.

## Courses Required for all Environmental Studies Majors

| Course | Title |  | Credit Hours |
| :--- | :--- | :--- | :---: |
| ES | 101 | Introduction to Environmental Studies | 3 |
| ES | 290 | Environmental Issues Seminar | 2 |
| ES | 319 | Environmental Policy and Programs | 3 |
| ES | 390 | Environmental Research Seminar | 2 |
| ES | 419 | Community and Regional Studies | 4 |
| BIO | 121 | General Biology I | 4 |
| BIO | 122 | General Biology II | 4 |
| BIO | 321 | Ecology | 4 |
| CHEM | I21 | General Chemistry I | 4 |
| GEOL | 201 | Geology | 4 |
|  |  |  |  |
| Electives | One skill-oriented course selected from the list below: |  |  |
| ES | 300 | Geographic Information Systems | 3 |
| ES | 340 | Environmental Education | 4 |
| ES | 421 | Environmental Measurement Methods | 4 |
| Or another approved course at the 200-level or above |  |  |  |

One geography-oriented course selected from the list below:
GEO 201 Economic Geography 3
GEO 202 Human Geography 3
HIST 34I Introduction to Public History 3
Or another approved course at the 200-level or above

Two content-oriented courses selected from the list below:
PSCl 201 U.S. Federal Government 3
PSCl 202 State and Local Government 3
BIO 325 Animal Behavior 4
344 Plant Morphology 4
BIO 35I Vertebrate Zoology 4
CHEM 122 General Chemistry II 4
CHEM 211 Analytical Chemistry 4
Or another approved course at the 200-level or above
Total
46-49

Collateral Recommendations:
MATH 207 Introduction to Statistics 3
MCOM $150 \quad$ Principles of Public Speaking 3

Many of the electives listed above can be combined with other courses to develop a specialized field within the broad profession of environmental studies. While optional, I5-20 credits are highly recommended. All specialized fields include an internship. See the program coordinator for recommended courses.

```
Specialized Fields:
Environmental Analysis
Environmental Education
Environmental Policy
Field Biology
International Environmental Studies
Self-Designed Field
```


## Environmental Studies

Ist year - Fall
ES |0| Introduction to Environmental Studies 3
BIO I21 General Biology I (Domain 4) 4
ENG IOI Composition (Domain I) 3
Foreign Language (Arts \& Sciences requirement) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 16

Ist year - Spring
BIO $122 \quad$ General Biology II (Domain 4) 4
ENG 102 Introduction to Literature (Domain 2) 3
MCOM $150 \quad$ Principles of Public Speaking (Domain I) 3
or
The Individual in Society Gen Ed (Domain 6) 3
ES 290 Environmental Issues Seminar 2
or
Elective 3
Total 15-16

2nd year - Fall
BIO 321 Ecology 4
GEO 201 Economic Geography
or
GEO 202 Human Geography
or
HIST 34I Introduction to Public History 3
Foreign Language (Arts \& Sciences requirement) 3
MATH 207 Introduction to Statistics (Domain 3) 3
Elective 3
Total 16

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| ES | 290 | Environmental Issues Seminar | 2 |
|  | or |  |  |
| ES |  | Elective | 3 |
| GEOL | 201 | Geology | 4 |
|  | or |  |  |
| ES |  | Elective | 3 |
|  |  | Gen Ed Domain 7 | 3 |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Total | 14-16 |
| 3rd year - Fall |  |  |  |
| ES | 390 | Environmental Research Seminar | 2-3 |
|  | or |  |  |
| ES |  | Elective | 3-4 |
| ES |  | Elective | 3-4 |
|  |  | Elective for minor | 3 |
| CHEM | 121 | General Chemistry I | 4 |
|  |  | Elective for second major or minor | 3-4 |
|  |  | Total | 15-18 |
| 3rd year - Spring |  |  |  |
| ES | 319 | Environmental Policy | 3 |
|  | or |  |  |
| ES | 419 | Community and Regional Studies | 4 |
|  |  | Gen Ed Elective | 3 |
| ES |  | Elective |  |
|  | or |  |  |
| GEOL | 201 | Geology | 3-4 |
|  |  | Moral Reasoning Gen Ed (Domain 5) | 3 |
| ES |  | Elective | 3-4 |
|  |  | Total | 15-18 |
| 4th year - Fall |  |  |  |
| ES | 390 | Environmental Research Seminar | 2 |
|  | or |  |  |
| ES |  | Elective | 3-4 |
|  |  | Gen Ed Elective | 3 |
|  |  | Elective for minor | 3-4 |
|  |  | Elective for minor | 3-4 |
|  |  | Total | 12-15 |
| 4th year - Spring |  |  |  |
| ES | 319 | Environmental Policy | 3 |
|  | or |  |  |
| ES | 419 | Community and Regional Studies | 4 |
|  |  | Elective for minor | 3-4 |
|  |  | Elective for minor | 3-4 |
|  |  | Elective for minor | 3-4 |
|  |  | Elective for minor | 3-4 |
|  |  | Total | I5-18 |


| Courses Required for the Environmental Studies Minor |  |  |
| :--- | :--- | :--- |
| Course |  | Title |
| ES | 101 | Introduction to Environmental Studies |
| ES | 105 | Field Natural History |
| BIO | or | Credit Hours |
| ES | 321 | Ecology |
| ES | or | Environmental Policy and Programs |
|  | 419 | Community and Regional Studies <br> Electives chosen from the required courses and electives listed <br> above for the environmental studies major. <br> Total |

## French (Minor)

Petra Schweitzer, Assistant Professor of French and German Henkel Hall, Room 2 I 3, (540) 545-7380

The minor in French offers students the opportunity to develop valuable skills and fluency in a second language and provides studies in literature and culture relevant to French and Francophone studies.

## Courses Required for the French Minor

| Course |  | Title | Credit Hours |
| :--- | :---: | :--- | :---: |
| FR | 301 | French Conversation | 3 |
| FR | 302 | French Grammar and Composition | 3 |
| FR | 315 | French/Francophone Literatures | 3 |
| FR | 316 | French/Francophone Cultural Voices | 3 |
| FR | 360 | Advanced Grammar and Composition | 3 |
| FR | 395 | Topics | 3 |
|  |  | Total | 18 |

## Geography (Minor)

Joshua Kincaid, Assistant Professor of Environmental Studies
Gregory Hall, Room 206, (540)665-4909

The Geography minor is a program intended to provide students with a multidisciplinary, geographical perspective on people and places in a globalized world. This program provides students with the opportunity to examine environmental issues, cultural dynamics, political and economic forces that influence our lives, communities, and world affairs. Students will be challenged to think critically and reflectively about the physical and human aspects of the globalized world around them.

## Courses Required for the Geography Minor

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| GEO | 101 | Physical Geography | 3 |
| GEO | 202 | Human Geography | 3 |
| ES | 101 | Introduction to Environmental Studies | 3 |
| ES | 300 | Geographic Information Systems | 3 |
|  | or |  |  |
| HIST | 201 | The Practice of History | 3 |
|  | or |  |  |
| MATH | 207 | Introduction to Statistics | 3 |
| A minim | m of | edit hours chosen from the electives listed below: |  |
| BIO | 321 | Ecology | 4 |
| EC | 211 | Principles of Macroeconomics | 3 |
| EC | 450 | International Economics | 3 |
| ES | 419 | Community and Regional Studies | 4 |
| GEO | 454 | Our Eastern Forests: History, Ecology, and Change | 3 |
| GEOL | 201 | Geology | 4 |
| HIST | 362 | Modern Middle East | 3 |
| HIST | 371 | Modern European History | 3 |
| HIST | 381 | British History | 3 |
| HIST | 391 | Asian History | 3 |
| PSCl | 204 | Introduction to International Politics | 3 |
|  | or |  |  |
| PSCl | 209 | Introduction to Comparative Politics | 3 |
| PSCl | 303 | American Foreign Policy | 3 |
| PSCl | 403 | Global Governance and International Organizations | 3 |
| PSCl | 404 | Global Human Rights | 3 |
| REL | 202 | World Religions | 3 |
| REL | 310 | Judaism | 3 |
| REL | 311 | Asian Religion and Philosophy | 3 |
| REL | 312 | Islam | 3 |
| REL | 340 | Religion and Ecology | 3 |
|  |  | Total | 18-20 |

## History (B.S.)

Julie Hofmann, Associate Professor of History
Davis Hall, Room 207, (540) 665-4792
The major in History is designed to increase an understanding of the present and future by studying and interpreting the past. The content and methodology of historical studies is basic to a liberal arts education in the 21 st century and to an understanding of the world and the dynamics of change. History also provides a firm foundation for many careers. Recent graduates have found their way into various professions, such as museum and curatorial positions, law, journalism, teaching, government service, foreign service, as well as admission to graduate study in a specialized field.

Required courses in the History major provide introductions to the primary historical traditions of world and U.S. history, political theory, methods of historical research and writing and other disciplines such as economics, literature and art, which bear on the historical process. Students are encouraged to use elective hours to develop depth in an area of emphasis such as American or European political and cultural histories or historic preservation. Students may also prepare for the teaching profession at the elementary, middle and secondary levels.

## History Major Core

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| HIST | 101 | World Civilizations I | 3 |
| HIST | 102 | World Civilizations II | 3 |
| HIST | 103 | United States History I | 3 |
| HIST | 104 | United States History II | 3 |
| HIST | 201 | The Practice of History | 3 |
| HIST | 495 | SeniorThesis | 3 |
| HIST | 495 | Senior Seminar | 3 |
|  |  | Electives in History (300 level or above) | 21 |
|  | Total | 39 |  |

History Major - Secondary Teacher Licensure in History and Social Science Emphasis

Course
Title
GEO IOI Physical Geography 3
GEO 201 Economic Geography 3
GEO 202 Human Geography 3
EC 211 Principles of Macroeconomics 3
EC 212 Principles of Microeconomics 3
ES IOI Introduction to Environmental Studies 3
HIST 350 Virginia History 3
HIST 381 British History 3
HIST 39I Asian History 3
HIST 445 Renaissance and Reformation
or
312 Latin American Civilization and Culture
PSCI 201
American Government
3
PSCl 202 State and Local Government 3
PSCI 209 Introduction to Comparative Government 3
PSCl 301 History ofWestern Political Philosophy I 3
PSCl 302 History ofWestern Political Philosophy II 3
PSCl $310 \quad$ United States Constitution (same as HIST 310) ..... 3
HIST 395 Topics in History ..... 3
Professional Studies Program for Secondary Education ..... 21
Student Teaching ..... 9
Total ..... 78
Courses Required for the History Minor
Course Title
Two courses from:
Credit Hours ..... 6
HIST IOI World Civilizations |
HIST $102 \quad$ World Civilizations II
HIST I03 United States I
HIST I04 United States II
Plus:
HIST 201 The Practice of History ..... 3
Electives in History (300-level or above) ..... 9
Total ..... 18
History
Ist year - Fall
ENG IO Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
HIST Core (IOO level course) (Domain 7) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 12
Ist year - Spring
Oral Communication Gen Ed (Domain I) ..... 3
Gen Ed (Domain 2 or 3) ..... 3-5
Gen Ed (Domain 4 or 5) ..... 3-4
HIST Core (I00 level course) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... |5-18
2nd year - Fall
HIST ..... 3Foreign Language (Arts \& Sciences requirement)
or
Gen Ed Elective ..... 3
Gen Ed (Domain 2 or 3) ..... 3-5
Gen Ed (Domain 4 or 5) ..... 3-4
HIST Elective (300 level course) ..... 3
Total ..... |5-| 8
2nd year - Spring
HIST Core (I00 level course) ..... 3Foreign Language (Arts \& Sciences requirement)or
Gen Ed Elective ..... 3

```
PSCI 302 History ofWestern Political Philosophy II (Domain 5)
    or
    Elective 3
    Elective 3
    Elective 3-4
    Total I5-16
3rd year - Fall
HIST Elective (300 level course) 3
HIST Elective (300 level course) 3
    Gen Ed Elective 3
    Elective 3
    Elective (Upper division) 3
    Total I5
3rd year - Spring
HIST Elective (300 level course) 3
PSCl 30I History ofWestern Political Philosophy I (Domain 5)
    or
    302 History ofWestern Political Philosophy II (Domain 5)
    or
            Elective 3
            Elective 3
            Elective 3
            Elective 3
            Total I5
4th year - Fall
HIST 301 Historical Thought and Interpretation 3
HIST Elective (300 level course) 3
    Elective (Upper Division) 3
    Elective (Upper division) 3
    Elective (Upper division) 3
    Total I5
4th year - Spring
HIST 495 Seminar in Historical Studies 3
HIST Elective (300 level course) 3
Elective 3
Elective 3
Elective 3
Total I5
```

Students are encouraged to take either HIST IOI and HIST IO2 or HIST I03 and HIST I04 in the same year, as these courses are sequential.
HIST 301 is offered Fall semester only. We advise taking it immediately preceding HIST 495. HIST 495 is normally offered Spring semester only, unless other arrangements are made.

## History - Secondary Education

| Ist year - Fall |  |
| :--- | ---: |
| ENG $\quad 101$ |  |
| FYS $\quad 101$ |  |
| HIST |  |
|  |  |
|  |  |
| Ist year - Spring |  |


|  |  | Oral Communication Gen Ed (Domain I) | 3 |
| :--- | :--- | :--- | ---: |
| HIST | Elective (IO0 level course) (Domain 7) | 3 |  |
|  | Foreign Language (Arts \& Sciences requirement) | 3 |  |
|  | Artistic Expression Gen Ed (Domain 2) |  |  |
|  | or |  | 3 |
| ES | IOI | Introduction to Environmental Studies | 3 |
| PSY | IOI | General Psychology (Domain 6) | 15 |

2nd year - Fall
$\begin{array}{lll}\text { HIST } & \text { Elective (I00 level course) } & 3 \\ & \text { Foreign Language (Arts \& Sciences requirement) }\end{array}$
or
Moral Reasoning Gen Ed (Domain 5)
Artistic Expression Gen Ed (Domain 2)
or
ES IOI Introduction to Environmental Studies 3
PSY 220 Child Development 3
EC 211 Principles of Macroeconomics 3
Total 15

2nd year - Spring
HIST Elective (I00 level course) (Domain 7) 3
Foreign Language (Arts \& Sciences requirement)
or
EC 212 Principles of Microeconomics 3
Quantitative Literacy Gen Ed (Domain 3) 3
PSCl $301 \quad$ History ofWestern Political Philosophy I
or
PSCI 302 History of Western Political Philosophy II 3
EDU 301 Orientation to Teaching 3
HIST 391 Asian History
pr
HIST $350 \quad$ Virginia History
or
HIST 445 Renaissance and Reformation 3
Total 18

3rd year - Fall

| HIST | 391 <br> or | Asian History |
| :---: | :---: | :---: |
| HIST | 350 <br> or | Virginia History |


| HIST | 445 | Renaissance and Reformation |  |
| :--- | :--- | :--- | ---: |
|  | or |  |  |
| HIST |  | Elective (300 level course) | 3 |
| GEO |  | Elective | 3 |
| PSCl |  | Elective | 3 |
| PSCl |  | Elective | 3 |
| EDU | 343 | Methods and Assessments in Middle and Secondary Schools | 3 |
| EDU | 221 | Child Development Lab | 1 |
|  |  | Total | 16 |


| 3rd year - Spring |  |  |
| :--- | :--- | :--- |
| HIST | 391 | Asian History |
| HIST | or <br> 350 <br> or | Virginia History |
| HIST | 445 <br> or | Renaissance and Reformation |

HIST Elective (300 level course) 3
EDU 344 Methods and Management in Middle and Secondary Schools 3
PSCl 30I History of Western Political Philosophy I
or
PSCl 302 History of Western Political Philosophy II 3
PSCl Elective 3
RDG 425 Reading and Writing in the Content Area 3
Elective 3
Total 18

| 4th year - Fall |  |  |
| :--- | :--- | :--- |
| HIST | 301 | Historical Thought and Interpretation |
| HIST | 391 | Asian History |
| HIST | or <br> 350 | Virginia History |
| HIST | or <br> 445 <br> or | Renaissance and Reformation |

HIST Elective (300 level course) 3
PSCl Elective 3
GEO Elective 3
Elective (Upper Division) 3
Total |5
4th year - Spring
HIST 495 Senior Seminar 3
EDU 44I Student Teaching in Middle and Secondary Schools 9
Total 12

Students are encouraged to take either HIST IOI and HIST IO2 or HIST I03 and HIST I 04 in the same year, as these courses are sequential. HIST 30I is offered fall semester only. It is advised students take it immediately preceding HIST 495, which is normally offered spring semester only, unless other arrangements are made. This schedule is a sample schedule and is based on students passing Praxis I in year one, and Praxis Il by the end of year two.

## Public History Certificate Program

Ann Denkler, Assistant Professor of History Davis Hall, Room 204, (540) 678-4334
Public History is the study and application of history outside the academic setting. Public historians use professional expertise and skills to document the past and to present it to the public in these settings. They curate and interpret museum collections, uncover and process archival materials and other primary sources, document an area's historic structures, conduct oral histories, create documentary films, work in tourism development and help preserve historic buildings and sites. Most importantly, they possess unparalleled investigative, critical and analytical capabilities, and they apply the tools of their craft in a broad spectrum of work environments.

The Public History Certificate Program at Shenandoah University trains students to work as professionals in these types of endeavors. Students have the unique opportunity to take advantage of cutting-edge programs through coursework, internships and classes within the History Department and other departments on campus.

Students must have completed the United States History Survey HIST I 03, HIST I 04 sequence prior to enrollment in this program. Students must take HIST 34I Introduction to Public History (3 credits), complete a 3-credit hour internship and take a minimum of I2 credits from the following courses:*

| Course |  | Title | Credit Ho |
| :--- | :--- | :--- | :--- |
| Interdisciplinary | choose two: |  |  |
| MCOM | 205 | Introduction to Public Relations |  |
| PSCl | 102 | Introduction to Public Administration | 3 |
| PSCl | 205 | Introduction to Public Policy | 3 |
|  |  |  | 3 |
| Interpretive - choose two: |  |  |  |
| ART | 200 | Art Appreciation |  |
|  | or |  |  |
| ART | 216 | American Art | 3 |
| HIST | 111 | Thinking Historically | 3 |
| HIST | 305 | Civil War and Reconstruction | 3 |
| HIST | 350 | Virginia History | 3 |
| HIST | 395 | Special Topics | 3 |
|  |  | Total | 24 |

*Course rotation should ensure all courses are offered at least once every two years.

## International Studies (Minor)

Eric Leonard, Professor of Political Science

Davis Hall, Room 205, (540)545-7326
The International Studies minor is a multi-disciplinary program that is intended to provide students with a foundational knowledge of an increasingly interdependent world. The curriculum provides students with the opportunity to study different cultures, societies and international issues, along with reflecting on the role they play in a globalized community.

## Courses Required for the International Studies Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| HIST | 102 | World Civilizations II | 3 |
| PSCl | 204 | Introduction to International Politics | 3 |
|  | or |  |  |
| PSCl | 209 | Introduction to Comparative Politics | 3 |
| GEO | 202 | Human Geography | 3 |
| FR | 301 | French Conversation | 3 |
| SPAN | or <br> 301 <br> or | Spanish Conversation | 3 |

## Electives

Complete two of the following courses from two separate disciplines:
EC 450 International Economics 3

FR 315 French/Francophone Literature 3
FR 316 French/Francophone Cultural Voices 3
HIST 362 Modern Middle East 3
HIST 37I Modern European History 3
HIST 38I British History 3
HIST 391 Asian History 3
PSCl 403 Global Governance and International Organizations 3
PSCl 404 Global Human Rights 3
REL 3II Asian Religion and Philosophy 3
REL 312 Islam 3
SPAN 311 Spanish Civilization and Culture 3
SPAN 312 Latin American Civilization and Culture 3
$\begin{array}{llll}\text { SPAN } & 315 & \text { Reading in U.S. Latino Literature and Culture } & 3\end{array}$
SPAN 316 The Southern Cone 3
SPAN $320 \quad 3$
SPAN 325 Survey of Latin American Literature 3

[^1]
## Kinesiology (B.S.)

Brian Wigley, Associate Professor of Kinesiology
Gregory Hall, Room I54, (540) 665-5463
The Kinesiology Department offers a Bachelor of Science in Kinesiology. Because of the diversity of the field, students are required to pursue one of three emphases within the major: sport management, exercise science or general kinesiology. Teacher licensure in the field of physical education is another option for Kinesiology majors, with the curriculum mandated by the state of Virginia. Minors in Kinesiology and Coaching are also offered, and the sport management articulated program includes a minor in business.

In addition, a pre-athletic training program is offered, in which students will complete 95 undergraduate hours prior to entering the athletic training graduate program, following the exercise science emphasis, in addition to specified elective hours. Upon completion of the first year of the graduate program, athletic training students will be eligible for the bachelor's degree in Kinesiology.

## Kinesiology Core Requirements

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| KIN | 101 | Lifetime Fitness and Wellness | । |
| KIN | 190 | Introduction to Kinesiology | 3 |
| KIN | 191 | First Aid and CPR | । |

Activity Course (one of the following activity courses):

| KIN | 106 | Aerobics |
| :--- | :--- | :--- |
| KIN | 110 | Weight Training and Jogging |

Field Experience (one of the following field experiences):
KIN 40I Internship in Sports Medicine 6

KIN $498 \quad$ Internship in Sports Administration 6
AT 58I/582 Clinical Field Experience I and II 8
KNS 452* Elementary School Student Teaching in Health and PE 5
KNS 453*/ Secondary School Student Teaching in Health and PE 5
KNS 454* Student Teaching Seminar in Health and PE 2
*Senior standing with a minimum of 2.5 GPA needed for Student Teaching.

## Emphasis (majors must select one) <br> Sport Management Emphasis

| Course | Title | Credit Hours |  |
| :--- | :--- | :--- | :--- |
| Choose five courses: |  |  |  |
| KIN | 342 | Ethics in Sport | 3 |
| KIN | 350 | Sport and Exercise Psychology | 3 |
| KIN | 374 | Sports Marketing, Sponsorship and Promotion | 3 |
| KIN | 386 | Sport Sociology | 3 |
| KIN | 395 | Topics (subject to approval of advisor) | 3 |
| KIN | 450 | Sport Law | 3 |
| KIN | 470 | Facility Planning and Event Management | 3 |
| KIN | 485 | Sport Governance and Finance | 3 |

And business minor:
BA $203 \quad$ Statistics and Data Analysis in Business ..... 3
BA 211 Principles of Accounting I ..... 3
BA $212 \quad$ Principles of Accounting II ..... 3
BA 307 Introduction to Management and Organizational Behavior ..... 3
EC 211 Principles of Macroeconomics ..... 3
EC $212 \quad$ Principles of Microeconomics ..... 3
Emphasis hours ..... 33
Exercise Science Emphasis
Course

Title

BIO 23I Human Anatomy and Physiology I

Credit Hours ..... 4
BIO 232 Human Anatomy and Physiology II ..... 4
KIN 370 Measurement and Evaluation in Physical Education ..... 3
or
MATH 207 Introduction to Statistics ..... 3
KIN $284 \quad$ Fitness Program Administration ..... 3
KIN $340 \quad$ Practicum in Exercise Science ..... |
KIN 352 Sports Nutrition ..... 3
KIN 38I Biomechanics ..... 3
KIN 384 Physiology of Exercise ..... 4
KIN 387 Principles of Strength and Conditioning ..... 3
KIN $460 \quad$ Certification in Exercise Science ..... 2
Emphasis hours ..... 30
General Kinesiology Emphasis
CourseTitle
KIN 252 Personal and Community Health ..... 3Credit Hours
KIN 370 Measurement and Evaluation in Physical Education ..... 3
MATH 207 Introduction to Statistics ..... 3
KIN 284 Fitness Program Administration ..... 3
KIN 384 Physiology of Exercise ..... 4
BIO 23I Human Anatomy and Physiology I ..... 4
BIO 232 Human Anatomy and Physiology II ..... 4
KIN 300 - or 400-level ..... 6
Emphasis hours ..... 27
Kinesiology - Sports Management
Ist year - Fall
ENG IOI Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
MATH 207 Introduction to Statistics (Domain 3) ..... 3
KIN $190 \quad$ Introduction to Kinesiology ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 15

| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| ENG | 102 | Introduction to Literature (Domain 2) | 3 |
|  |  | The Nature of Science Gen Ed (Domain 4) | 3-4 |
| MCOM | 150 | Principles of Public Speaking (Domain I) | 3 |
|  |  | Foreign Language (Arts \& Sciences requirement) | 3 |
| KIN |  | Elective | 3 |
|  |  | Total | 15-16 |
| 2nd year - Fall |  |  |  |
| BA | 203 | Statistics and Data Analysis for Business (Domain 3) | 3 |
| KIN |  | Elective (Sports Management sequence) | 3 |
| EC | 211 | Principles of Macroeconomics | 3 |
|  |  | Elective (300 level) | 3 |
| KIN | 191 | First Aid and CPR | \| |
| KIN |  | Activity | I |
|  |  | Total | 14 |
| 2nd year - Spring |  |  |  |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| EC | 212 | Principles of Microeconomics | 3 |
| KIN |  | Elective | 3 |
| KIN | 342 | Ethics in Sport (Domain 5) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Total | 15 |
| 3rd year - Fall |  |  |  |
| KIN | 350 | Sport and Exercise Psychology (Domain 6) | 3 |
| BA | 211 | Principles of Accounting I | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Total | 15 |
| 3rd year - Spring |  |  |  |
| BA | 212 | Principles of Accounting II | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
| KIN |  | Elective (Sports Management Sequence) | 3 |
|  |  | Total | 15 |
| 4th year - Fall |  |  |  |
| BA | 330 | Introduction to Finance | 3 |
| KIN |  | Elective | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Elective (300 level) | 3 |
|  |  | Total | 15 |

4th year - Spring
KIN 498 Internship in Sports Administration ..... 6
BA $360 \quad$ Introduction to Marketing ..... 3
Elective (300 level) ..... 3
Elective ..... 3
Total ..... 15
Exercise Science
Ist year - Fall
ENG IOI Composition (Domain I) ..... 3
FYS 101 Going Global: First-Year Seminar (Domain 7) ..... 3
KIN IOI Lifetime Fitness and Wellness ..... |
KIN IO6 Aerobicsor
KIN $\quad 110 \quad$ Weight Training and Jogging ..... |
KIN $190 \quad$ Introduction to Kinesiology ..... 3
BIO I2l General Biology I (Domain 4) ..... 4
Total ..... 15
Ist year - Spring
PSY IO। General Psychology (Domain 6) ..... 3
BIO $122 \quad$ General Biology II (Domain 4) ..... 4
Oral Communication Gen Ed (Domain I) ..... 3
(MCOM I50 Principles of Public Speaking recommended)
Artistic Expression Gen Ed (Domain 2) ..... 3
Elective ..... 3
Total ..... 16
2nd year - Fall
BIO 23I Human Anatomy and Physiology I ..... 4
MATH 207 Introduction to Statistics (Domain 3) ..... 3
PSY Psychology Elective (300- or 400-level) ..... 3
Foreign Language 20I (Arts \& Sciences requirement) ..... 3
Elective ..... 3
Total ..... 16
2nd year - Spring
BIO 232 Human Anatomy and Physiology II ..... 4
KIN 387 Principles of Strength and Conditioning ..... 3
KIN Structural Kinesiology ..... 3
Foreign Language 202 (Arts \& Sciences requirement) ..... 3
Elective ..... 3
Total ..... 16
3rd year - Fall
KIN 340 Practicum in Sports Medicine ..... I
KIN $350 \quad$ Sport and Exercise Psychology (Domain 6) ..... 3
KIN 384 Exercise Physiology ..... 4
Elective ..... 3
Elective ..... 3
Total ..... 14

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3rd year - Spring
KIN 352 Sports Nutrition 3
Moral Reasoning Gen Ed (Domain 5) 3
Elective 3
Elective 3
Elective 3
Total I5
4th year - Fall
KIN 191 First Aid and CPR |
KIN 40I Internship in Sports Medicine 6
KIN 4IO Exercise Prescription 3
Elective 3
Elective 3
Total 16
4th year - Spring
KIN 38I Biomechanics 3
KIN 460 Certification in Exercise Science 2
Elective 3
Elective 3
Elective 3
Total 14
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## Health and Physical Education

This course of study prepares students to meet licensure requirements to teach in the public school system in the Commonwealth of Virginia.

## Kinesiology Core Requirements

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| KIN | 106 | Aerobics | I |
| KIN | 101 | Lifetime Fitness and Wellness | I |
| KIN | 190 | Introduction to Kinesiology | 3 |
| KIN | 191 | First Aid and CPR | 1 |
| KNS | $452^{*}$ | Elementary School Student Teaching in Health and PE | 5 |
| KNS | $453^{*}$ | Secondary School Student Teaching in Health and PE | 5 |
| KNS | $454^{*}$ | Student Teaching Seminar in Health and PE | 2 |
|  |  | Total | 18 |

*Senior standing with a minimum of 2.5 GPA needed for Student Teaching.

## Core Courses for PK-I2 Health and Physical Education Program

Course

- Title

KIN $\quad 110 \quad$ Weight Training and Jogging
KIN Individual/Dual Sport
KIN 252 Personal and Community Health
KIN 280 Care andreatment of Athletic Ijuies
KIN 322 Motor Learning 3
352 Sports Nutrition 3
KIN 370 Measurement and Evaluation in Physical Education 3
KIN 381 Biomechanics 3
KIN 384 Exercise Physiology 4
DA 261 Creative Movement for Children 2
DAPE 393 Social Dance Styles ..... I
BIO 23I Human Anatomy and Physiology |** ..... 4
BIO 232 Human Anatomy and Physiology II** ..... 4Total 35**Prerequisites to KIN 384
Professional Studies Program for PK-I2 Health and Physical Education
Students must also complete all Professional Studies Requirements for Teacher Education.
Course Title Credit Hours
KNS 262/562 Instructional Strategies for Team Sports ..... 3
KNS 305/505 Materials and Methods in Teaching Elementary Health and PE ..... 3
KNS 306/506 Materials and Methods in Teaching Secondary Health and PE ..... 3
KNS 308 Materials and Methods in Teaching Health ..... 3
KNS 48I Adapted Physical Education ..... 3
PSY $220 \quad$ Child Development ..... 3
EDU 221 Child Development Lab ..... |
RDG 425 Reading and Writing in the Content Area ..... 3
Total ..... 24
Health and PE Licensure
Ist year - Fall
ENG 101 Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
KIN IOI Lifetime Fitness and Wellness ..... |
BIO 12I General Biology I (Domain 4) ..... 4
KIN $190 \quad$ Introduction to Kinesiology ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 17
Ist year - Spring
ENG 102 Introduction to Literature (Domain 2) ..... 3
MATH 207 Introduction to Statistics (Domain 3) ..... 3
PSY IOI General Psychology (Domain 6) ..... 3
BIO 122 General Biology II ..... 4
Foreign Language (Arts \& Sciences requirement) ..... 3
Total ..... 16
2nd year - Fall
Take Praxis I orVCLA and Math Portion of Praxis I
KIN $\quad 110 \quad$ Weight Training and Jogging ..... ।
KIN Coaching Elective (I00-level) ..... I
KIN 252 Personal and Community Health ..... 3
BIO 23I Human Anatomy and Physiology I ..... 4
PSY $220 \quad$ Child Development ..... 3
EDU $221 \quad$ Child Development Lab ..... I
DA 261 Creative Movement for Children ..... 2
Total ..... 15
2nd year - Spring
EDU 301 Orientation to Teaching ..... 3
BIO 232 Human Anatomy and Physiology II ..... 4
DAPE 393 Social Dance Styles ..... I
KNS 262 Instructional Strategies for Team Sports ..... 3
KIN 322 Motor Learning ..... 3
KIN Individual or Team Sport ..... |
Total ..... 15
3rd year - Fall
Apply for Teacher Licensure Program
KIN $280 \quad$ Care and Treatment of Athletic Injuries ..... 3
KNS 305 Materials and Methods in Teaching Elementary Health and PE ..... 3
KIN 350 Sport Psychology ..... 3
KIN 38I Biomechanics ..... 3
KIN Coaching Certificate course ..... 3
Total ..... 15
3rd year - Spring
KIN 352 Sports Nutrition ..... 3
KIN $370 \quad$ Measurement and Evaluation in Physical Education ..... 3
KIN 384 Physiology of Exercise ..... 4
KNS 306 Materials and Methods in Teaching Secondary Health and PE ..... 3
MCOM $150 \quad$ Principles of Public Speaking (Domain I) ..... 3
Total ..... 16
4th year - Fall
Take Praxis II andVCLA
RDG 425 Reading and Writing in the Content Area ..... 3
KIN 106 Aerobics ..... |
KIN 19| First Aid and CPR ..... I
KIN 477 Principles and Philosophies of Coaching ..... 3
KIN Coaching Elective ..... |
KNS 48I Adapted Physical Education ..... 3
Elective ..... 3
Total ..... 15
4th year - Spring
KNS 452 Elementary School Student Teaching in Health and PE ..... 5
KNS 453 Secondary School Student Teaching in Health and PE ..... 5
KNS 454 Student Teaching Seminar in Health and PE ..... 2
Total ..... 12

## Courses Required for the Kinesiology Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| KIN | 101 | Lifetime Fitness and Wellness | I |
| KIN | 190 | Introduction to Kinesiology | 3 |
| KIN | 191 | First Aid and CPR | 1 |
| KIN | 252 | Personal and Community Health | 3 |
| KIN | 350 | Sport and Exercise Psychology | 3 |

Activity Courses (one of the following)

| KIN | 106 | Aerobics |  |
| :---: | :---: | :---: | :---: |
| KIN | 110 | Weight Training and Jogging |  |
| Kinesiology electives (9 hours at the 300+ level) |  |  | 9 |
|  |  | Total |  |

## Courses Required for the Coaching Minor

The Kinesiology Coaching minor is recommended for students not majoring in Kinesiology who are interested in coaching interscholastic or intercollegiate athletics. The requirements for completion of the Coaching minor are:

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| KIN | 101 | Lifetime Fitness and Wellness | । |
| KIN | 110 | Weight Training and Jogging | । |
| KIN | 190 | Introduction to Kinesiology | 3 |
| KIN | 191 | First Aid and CPR | I |
| KIN | 280 | Care and Treatment of Athletic Injuries | 3 |
| KIN | 350 | Sport and Exercise Psychology | 3 |
| KIN | 477 | Principles and Philosophy of Coaching | 3 |

Choose any two of the following:

| KIN | 160 | Coaching Football | I |
| :--- | :--- | :--- | ---: |
| KIN | 162 | Coaching Basketball | I |
| KIN | 164 | Coaching Volleyball | I |
| KIN | 166 | Coaching Baseball/Softball | I |
| KIN | 168 | Coaching Track and Field/Cross Country | I |
| KIN | 170 | Coaching Soccer | I |
| KIN | 172 | Coaching Lacrosse/Field Hockey | I (2) |
|  |  | Total | 17 |

## Coaching Certificate

The Coaching Certificate Program is recommended for students majoring in Kinesiology who are interested in coaching interscholastic or intercollegiate athletics. In addition to the Kinesiology Core requirements, students seeking a Coaching Certificate are required to complete the following courses:
Course Title
KIN 477 Principles and Philosophy of Coaching
Credit Hours ..... 3
Choose any four of the following:
KIN $280 \quad$ Care and Treatment of Athletic Injuries ..... 3
KIN 322 Motor Learning ..... 3
KIN 342 Ethics in Sport ..... 3
KIN $350 \quad$ Sport and Exercise Psychology ..... 3
KIN 370 Measurement and Evaluation in Physical Education ..... 3
KIN 450 Sports Law ..... 3
KIN $470 \quad$ Facility Planning and Event Management ..... 3
Subtotal ..... 12
Choose any two of the following:
KIN $\quad 160 \quad$ Coaching Football ..... I
KIN 162 Coaching Basketball ..... I
KIN 164 Coaching Volleyball ..... I
KIN 166 Coaching Baseball/Softball ..... I
KIN $168 \quad$ Coaching Track \& Field/Cross Country ..... I
KIN $\quad 170 \quad$ Coaching Soccer ..... I
KIN 172 Coaching Lacrosse/Field Hockey ..... I
Subtotal ..... 2
Total ..... 17

## Mass Communication (B.A.)

Gina Daddario, Professor of Mass Communication
Henkel Hall, Room 206A, (540) 678-4338
The Mass Communication major is designed to provide a foundation of knowledge and skills to prepare students for the communication challenges of the 21 st century. All majors complete a common core of courses in media history, theory, writing, research, law and ethics. Students can then select from an array of elective courses in the areas of journalism, digital media, public relations, and media studies to cultivate their individual talents and professional objectives. All students in the program are required to complete at least one campus or field internship.

Mass communication majors learn marketable skills such as presentational and public speaking, news writing and reporting, video production and editing, public relations writing and research, digital graphics and design, among others. SU alumni are employed in the fields of newspaper reporting, radio operations, television sports reporting, university public relations, arts and non-profit management, museum operations and network television news. The curriculum also provides students with a solid foundation for acceptance into graduate programs in mass communication, journalism, education or political science.

## Courses Required for the Mass Communication Major

I. MCOM Core: Required of all majors, in addition to general education and a minor. Transfer students must fulfill the A\&S foreign language requirement.

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| MCOM | 101 | Understanding Mass Communication | 3 |
| MCOM | 201 | Understanding Visual Communication | 3 |
| MCOM | 211 | Media Ethics | 3 |
| MCOM | 310 | Mass Media Theory and Research | 3 |
| MCOM | 335 | Media Writing | 3 |
| MCOM | 411 | Media Law | 3 |
| One of the following: |  |  |  |
| MCOM | 398 | Campus Media Internship | 3 |
| MCOM | 498 | Field Internship | 3 |
|  |  | Total | 21 |

II. Elective Areas: All majors must complete a minimum of 15 elective credits. Students may choose from any of the mass communication course offerings and are encouraged to identify electives in consultation with their advisor. At least six credit hours must be at the 300 level or above.

| MCOM | 150 | Principles of Public Speaking |
| :--- | :--- | :--- |
| MCOM | 205 | Introduction to Public Relations |
| MCOM | 215 | Understanding Movies |
| MCOM | 230 | New Communication Technologies |
| MCOM | 305 | Public Relations Writing |
| MCOM | 315 | Mass Media and Society |
| MCOM | 320 | Organizational Communication |
| MCOM | 321 | Advertising and the Media |
| MCOM | 322 | History of Gender in Advertising |
| MCOM | 325 | Computer Assisted Reporting |


| MCOM | 330 | Principles of Digital Design |
| :--- | :--- | :--- |
| MCOM | 345 | Sports Writing |
| MCOM | 350 | Business and Professional Communication |
| MCOM | 351 | Politics and the Media |
| MCOM | 361 | Gender and Communication |
| MCOM | 365 | Editing the News |
| MCOM | 370 | Practicum Interactive Media Production |
| MCOM | 381 | Studio Television Production |
| MCOM | 401 | Topics in Applied Writing |
| MCOM | 405 | Public Relations Planning and Management |
| MCOM | 420 | Seminar in Intercultural Communication |
| MCOM | 425 | Public Affairs Reporting |
| MCOM | 441 | Violence, Sex and the Sports Media |
| MCOM | 461 | Gender, Sport and the Media |
| MCOM | 470 | AdvancedVideo Post-Production |
| MCOM | 480 | AdvancedVideo Field-Production |
| MCOM | 490 | Directed Study |
| MCOM | 495 | Independent Study |
| MCOM | 498 | Field Internship |
| KIN | 471 | Race, Sport and the Media |

## Mass Communication

Ist year - Fall
MCOM IOI Understanding Mass Communication
or
MCOM 201 Understanding Visual Communication 3
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Foreign Language (Arts \& Sciences requirement) 3
Gen Ed Domain 3
Total 15

Ist year - Spring
MCOM I0I Understanding Mass Communication
or
MCOM 201 Understanding Visual Communication 3
Foreign Language (Arts \& Sciences requirement) 3
ENG 102 Introduction to Literature (Domain 2) 3
MCOM $150 \quad$ Principles of Public Speaking (Domain I) 3
Gen Ed Domain 3
Total 15

2nd year - Fall
MCOM 21I Media Ethics 3
MCOM Elective (200 level course) 3
MCOM Elective 3
Elective for Minor /Elective 3
Gen Ed Domain/Elective 3
Total 15

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| MCOM | 335 | Media Writing | 3 |
| MCOM |  | Elective (200-300 level course) | 3 |
|  |  | Gen Ed Domain/Elective | 3 |
|  |  | Gen Ed Domain/Elective | 3 |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Total | 15 |
| 3rd year - Fall |  |  |  |
| MCOM | 310 | Media Theory and Research | 3 |
| MCOM |  | Elective | 3 |
| MCOM |  | Elective | 3 |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Total | 15 |
| 3rd year - Spring |  |  |  |
| MCOM | 411 | Media Law | 3 |
| MCOM |  | Elective | 3 |
|  |  | or |  |
| MCOM | 398 | Campus Media Internship |  |
| MCOM |  | Elective | 3 |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 15 |
| 4th year - Fall |  |  |  |
| MCOM |  | Elective | 3 |
| MCOM |  | Elective | 3 |
| MCOM |  | Elective | 3 |
|  | or |  |  |
| MCOM | 398 | Campus Media Internship |  |
|  | or |  |  |
| MCOM | 498 | Field Media Internship |  |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 15 |
| 4th year - Spring |  |  |  |
| MCOM |  | Elective | 3 |
| MCOM |  | Elective | 3 |
| MCOM |  | Elective | 3 |
|  | or |  |  |
| MCOM | 398 | Campus Media Internship |  |
|  | or |  |  |
| MCOM | 498 | Field Media Internship |  |
|  |  | Elective for Minor/Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 15 |

## Certificate in Television Production

The Television Production Certificate Program is recommended for students desiring a professional/practical-based curriculum to complement their major course of study. It is also recommended for college graduates seeking training in a state-of-the-art television studio to enhance their professional skills and/or career mobility.

| Course | Title | Credit Hours |
| :--- | :--- | :---: |
| MCOM 38I | Studio Television Production | 3 |
| MCOM 398 | Campus Media Internship | 3 |
| MCOM 470 | Advanced Video Post Production* | 3 |
| MCOM 480 | Advanced Video Field Production* | 3 |
|  | Total | 12 |

*Note: MCOM 470 and 480 are corequisite and must be taken together.
Courses required for the Mass Communication Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| MCOM | 101 | Understanding Mass Communication | 3 |
| MCOM | 411 | Media Law <br>  | Mass Communication electives <br> (at least two courses at the $300-400$ levels) |
|  |  | Total | 12 |
|  |  |  | 18 |

## Mathematics (B.S.)

Darren Bly, Assistant Professor of Physics
Gregory Hall, Room 2 I I, (540) 678-4477
The Mathematics Program at Shenandoah is designed to offer students a fundamental background in mathematics within a strong liberal arts environment. A student who majors in mathematics may prepare for a position in business, government, industry or teaching where there is growing demand at all levels. Students may also prepare to continue their study of mathematics at the graduate level.

## Courses required for the Mathematics Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| MATH | 201 | Calculus and Analytic Geometry I | 5 |
| MATH | 202 | Calculus and Analytic Geometry II | 5 |
| MATH | 207 | Introduction to Statistics | 3 |
| MATH | 302 | Multivariable Calculus | 3 |
| MATH | 325 | Discrete Math | 3 |
| MATH | 370 | Numerical Analysis | 3 |
| MATH | 403 | Introduction to Modern Algebra | 3 |
| MATH | 405 | Geometry | 3 |
| MATH | 475 | Research Seminar I | 2 |
| MATH | 476 | Research Seminar II | 2 |

Three of the following Mathematics three-credit electives 9
MATH 206 Linear Algebra*
MATH 208 Advanced Statistics*
MATH $310 \quad$ Using Technology in Mathematics Education*
MATH 34I ElementaryTheory of Numbers*
MATH 35I Differential Equations
MATH 365 History of Mathematics*
MATH 399 Directed Studies
MATH 432 Real Analysis
MATH 442 Functions of a Complex Variable
Total

* Recommended for teacher licensure


## Mathematics

Ist year - Fall
MATH 201 Calculus and Analytic Geometry I (Domain 3) 5
ENG IOI Composition (Domain I) 3
Foreign Language (Arts \& Sciences requirement) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Elective for Minor 3
Total 17

| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| MATH | 202 | Calculus and Analytic Geometry II | 5 |
| ENG | 102 | Introduction to Literature (Domain 2) | 3 |
|  |  | Foreign Language (Arts \& Sciences requirement) | 3 |
|  |  | The Individual in Society Gen Ed (Domain 6) | 3 |
|  |  | Elective for Minor | 3 |
|  |  | Total | 17 |
| 2nd year - Fall |  |  |  |
| MATH | 207 | Introduction to Statistics (Domain 3) | 3 |
| MATH | 302 | Multivariable Calculus | 3 |
|  | or |  |  |
| MATH | 370 | Numerical Analysis |  |
|  | or |  |  |
| MATH | 403 | Introduction to Modern Algebra |  |
| PHYS | 121 | General Physics I (Domain 4) | 4 |
|  |  | Moral Reasoning Gen Ed (Domain 5)/Elective | 3 |
|  |  | Gen Ed Domain | 3 |
|  |  | Total | 16 |
| 2nd year - Spring |  |  |  |
| MATH | 208 | Advanced Statistics | 3 |
|  | or |  |  |
| MATH | 310 | Using Technology in Math Education |  |
|  | or |  |  |
| MATH | 365 | History of Mathematics |  |
| MATH | 405 | Geometry | 3 |
|  | or |  |  |
| MATH | 325 | Discrete Math |  |
| PHYS | 122 | General Physics II (Domain 4) | 4 |
|  |  | Moral Reasoning Gen Ed (Domain 5)/Elective | 3 |
|  |  | Gen Ed Domain | 3 |
|  |  | Total | 16 |
| 3rd year - Fall |  |  |  |
| MATH | 302 | Multivariable Calculus | 3 |
|  | or |  |  |
| MATH | 370 | Numerical Analysis | 3 |
|  | or |  |  |
| MATH | 403 | Introduction to Modern Algebra | 3 |
| MATH | 206 | Linear Algebra | 3 |
|  | or |  |  |
| MATH | 341 | Elementary Theory of Numbers |  |
|  | or |  |  |
| MATH | 442 | Functions of a Complex Variable |  |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Gen Ed Domain | 3 |
|  |  | Total | 14-15 |


| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| MATH | 405 | Geometry | 3 |
|  | or |  |  |
| MATH | 325 | Discrete Math |  |
| MATH | 208 | Advanced Statistics | 3 |
|  | or |  |  |
| MATH | 310 | Using Technology in Math Education |  |
|  | or |  |  |
| MATH | 351 | Differential Equations |  |
|  | or |  |  |
| MATH | 365 | History of Mathematics |  |
|  | or |  |  |
| MATH | 432 | Real Analysis |  |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Gen Ed Domain | 3 |
|  |  | Total | 15 |
| 4th year - Fall |  |  |  |
| MATH | 302 | Multivariable Calculus | 3 |
|  | or |  |  |
| MATH | 370 | Numerical Analysis |  |
|  | or |  |  |
| MATH | 403 | Introduction to Modern Algebra |  |
|  | or |  |  |
| MATH | 475 | Research Seminar I | 2 |
| MATH | 206 | Linear Algebra | 3 |
|  | or |  |  |
| MATH | 341 | Elementary Theory of Numbers |  |
|  | or |  |  |
| MATH | 442 | Functions of a Complex Variable |  |
|  | or |  |  |
|  |  | Elective |  |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 14-15 |
| 4th year - Spring |  |  |  |
| MATH | 310 | Using Technology in Math Education | 3 |
|  | or |  |  |
| MATH | 351 | Differential Equations |  |
|  | or |  |  |
| MATH | 365 | History of Mathematics |  |
|  | or |  |  |
| MATH | 432 | Real Analysis |  |
|  | or |  |  |
|  |  | Elective |  |
| MATH | 476 | Research Seminar II | 3 |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 12 |

## Courses required for the Mathematics Minor

Course
Title
MATH $201 \quad$ Calculus and Analytic Geometry I
MATH 202 Calculus and Analytic Geometry II
MATH 207

Credit Hours
5
5
Introduction to Statistics 3
Mathematics electives at or above the 200 level 9
Total 2222

## Physics (Minor)

Darren Bly, Assistant Professor of Physics
Gregory Hall, Room 2 I I , (540) 678-4477
Physics provides a framework for understanding the fundamental nature of the universe from a scientific basis. The minor in physics, which incorporates study of all the major areas of contemporary physics, equips the student with the rudiments of the physicist's perspective.

Either the algebra-based (PHYS III and PHYS ||2) or calculus-based (PHYS I2I and PHYS I22) introductory sequence may be used in partial fulfillment of the minor requirements.

## Courses Required for the Physics Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| MATH | 201 | Calculus and Analytic Geometry I | 5 |
| MATH | 202 | Calculus and Analytic Geometry II <br> PHYS <br> 121 <br> or | General Physics I |
| PHYS | 111 | College Physics I | 5 |
| PHYS | 122 | General Physics II | 4 |
|  | or |  |  |
| PHYS | 112 | College Physics II | 4 |
| PHYS | 221 | Modern Physics |  |
| PHYS | 331 | Mathematical Methods in the Physical Sciences |  |
|  | or |  | 3 |
| PHYS | 201 | Introduction to Microcomputers | 3 |
|  |  | Total | $24-25$ |

## Political Science (B.S.)

William Shendow, Professor of Public Administration/Political Science
Davis Hall, Room 208, (540) 665-4697
The aim of the study of Political Science is to understand the way in which, for a society, policy is formulated and executed, and to understand the moral and legal authority by which policy is or ought to be set. The center of interest for this program is the study of power, government institutions, bureaucracy, and the state of human relations in their political context, both domestically and internationally. Emphasis is placed on enhancing the student's overall comprehension of democracy and the administration of government so that he/she can become an effective citizen, and appropriately consider career options in political science related fields.

Course Requirements for the Political Science Major Program Core (Requirement for all majors):

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| PSCl | 101 | Introduction to Political Science | 3 |
| PSCl | 102 | Introduction to Public Administration | 3 |
| PSCl | 201 | American Government | 3 |
| PSCl | 204 | Introduction to International Politics | 3 |
| PSCl | 301 | History of Western Political Philosophy \| | 3 |
|  | or |  |  |
| PSCl | 302 | History ofWestern Political Philosophy II | 3 |
| PSCl | 405 | Senior Capstone <br> Total Core Hours Required | 18 |

## Elective Courses

Choose at least seven from list below. Five of the seven elective courses required for the major must be at the 300 or 400 level and six of the seven must have a PSCI prefix. The student's choice of elective courses should be made in consultation with his/her advisor in order to provide an educational track that will accord with his/her post-graduation plans.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| PSCl | 202 | State and Local Government | 3 |
| PSCl | 205 | Introduction to Public Policy | 3 |
| PSCl | 206 | Introduction to Theories of Public Organization | 3 |
| PSCl | 207 | Communism, Fascism and Democracy | 3 |
| PSCl | 209 | Introduction to Comparative Politics | 3 |
| PSCl | 301 | History ofWestern Political Philosophy I | 3 |
| PSCl | 302 | History ofWestern Political Philosophy II | 3 |
| PSCl | 303 | American Foreign Policy | 3 |
| PSCl | 306 | American Political Parties, Elections and Voting Behavior | 3 |
| PSCl | 308 | The American Presidency | 3 |
| PSCl | 310 | U.S. Constitution | 3 |
| PSCl | 311 | Organizational Leadership | 3 |
| PSCl | 401 | Research Studies in Political Science | 3 |
| PSCl | 402 | Internship in Political Science | 3 |
| PSCl | 403 | Global Governance and International Organizations | 3 |
| PSCl | 404 | Global Human Rights | 3 |
| PSCl | 495 | Topics in Political Science | 3 |
| ES | 319 | Environmental Policy and Programs | 3 |
| MATH | 207 | Introduction to Statistics | 3 |

MCOM 35I Politics and the Media ..... 3
SOC 350 Research Methods for the Social Sciences ..... 3
Total elective hours required ..... 21
Total hours required for the major ..... 39
Political Science
Ist year - Fall
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
ENG IOI Composition (Domain I) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
MCOM $150 \quad$ Principles of Public Speaking (Domain I) ..... 3
PSCI IOI Introduction to Political Science ..... 3
Total ..... 15
Ist year - Spring
Foreign Language (Arts \& Sciences requirement) ..... 3
ENG I02 Introduction to Literature (Domain 2) ..... 3
The Individual in Society Gen Ed (Domain 6) ..... 3
or
PSCI 201 American Government ..... 3
MATH 207 Introduction to Statistics (Domain 3) ..... 3
PSCI 102 Introduction to Public Administration ..... 3
Total ..... 15
2nd year - Fall
Foreign Language (Arts \& Sciences requirement) ..... 3
The Nature of Science Gen Ed (Domain 4) ..... 3-4
Moral Reasoning Gen Ed (Domain 5) ..... 3
PSCl ..... 204
Introduction to International Politics ..... 3
Elective for minor ..... 3
Total ..... 15-16
2nd year - Spring
Foreign Language (Arts \& Sciences requirement) ..... 3
PSCl Elective ..... 3
Gen Ed Elective ..... 3
PSCI 301 Western Political Philosophy I ..... or
PSCI 302 Western Political Philosophy II ..... 3
Elective for minor ..... 3
Total ..... 15
3rd year - Fall
PSCl Elective ..... 3
PSCl Elective ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Total ..... 15
3rd year - Spring
PSCl Elective ..... 3
PSCl Elective ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Total ..... 15
4th year - Fall
PSCl 40। Research Studies in Political Scienceor
PSCI 402 Internship ..... 3
PSCl Elective ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Total ..... 15
4th year - SpringPSCl Elective3
Elective for minor ..... 3
Elective for minor ..... 3
Elective for minor ..... 3
Elective ..... 3
Total ..... 15
Courses Required for the Political Science Minor
Course Title Credit Hours
PSCl IOI Introduction to Political Science ..... 3
PSCl 102 Introduction to Public Administration ..... 3
PSCI 201 American Government ..... 3
PSCI 204 Introduction to International Politics ..... 3
Two other PSCl courses at the 300 or 400 level ..... 6
Total ..... 18

## Psychology (B.S.)

Rodney Bragdon, Assistant Professor of Psychology
Halpin-Harrison Hall, Room II9, (540) 678-4328
The major in Psychology is designed to give the student a fundamental knowledge of psychological principles, theories and research. In addition, the psychology department prepares students to apply psychological principles to personal, social and organizational issues. Students majoring in psychology will be prepared to enter a career in human services or continue study at the graduate level.

## Courses Required for the Psychology Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| PSY | 101 | General Psychology | 3 |
| MATH | 207 | Introduction to Statistics | 3 |
|  | or |  |  |
| PSY | 207 | Quantitative Analyses in Psychology | 3 |
| PSY | 208 | Research Methods in Psychology I | 3 |
| PSY | 308 | Research Methods in Psychology II | 3 |

One of the following:

| PSY | 310 | Abnormal Psychology |
| :--- | :--- | :--- |
| PSY | 330 | Behavior Modification |
| PSY | 360 | Biopsychology |
| PSY | 411 | Foundations of Counseling and Counseling Theories |
| PSY | 412 | Clinical Helping Skills |


| Two of the following: |  |  |
| :--- | :--- | :--- |
| PSY | 312 | Theories of Personality |
| PSY | 323 | Children and the Media |
| PSY | 325 | Psychology in the Classroom |
| PSY | 355 | Social Psychology |
| PSY | 425 | Psychology, Gender and Culture |
| PSY | 465 | Cross-Cultural Psychology |

One of the following: 3
PSY $220 \quad$ Child Development
PSY 322 Adolescent Development
PSY 324 Adult Years and the Aging Process
PSY 423 Social and Personality Development
PSY $428 \quad$ Children's Thinking

Psychology Electives (4 courses)
[Electives can include unused choices from above categories, or any psychology class at or above the 300 level]
PSY 391 Topics in Psychology
PSY 401 Psychology Practicum
PSY 405 Independent Research
PSY $\quad 413 \quad$ History and Systems in Psychology
PSY $430 \quad$ Psychology and Animal Behavior

## Psychology

Ist year - Fall
PSY IOI General Psychology (Domain 6) 3
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Foreign Language (Arts \& Sciences requirement) 3
Elective 3
Total 15

Ist year - Spring
PSY 220 Child Development 3
MATH 207 Introduction to Statistics (Domain 3) 3
Foreign Language (Arts \& Sciences requirement) 3
Oral Communication Gen Ed (Domain I) 3
Artistic Expression Gen Ed (Domain 2) 3
Total 15

2nd year - Fall
PSY Sub-domain or elective 3
PSY Sub-domain or elective 3
Elective for minor 3
The Nature of Science Gen Ed (Domain 4) 3-4
Moral Reasoning Gen Ed (Domain 5) 3
Total 15-16

2nd year - Spring
PSY Sub-domain or elective 3
PSY Sub-domain or elective 3
Elective for minor 3
Elective for minor 3
Elective 3
Total 15

3rd year - Fall
PSY Sub-domain or elective 3
PSY Sub-domain or elective 3
Elective for minor 3
Elective 3
Elective 3
Total 15

3rd year - Spring
PSY
Sub-domain or elective 3
PSY 308 Research Methods in Psychology 3
Elective for minor 3
Elective 3
Elective 3
Total 15
4th year - Fall
PSY Sub-domain or elective 3
PSY Elective 3
Elective for minor 3
PSY Elective 3
or
Elective 3
Total 15
4th year - Spring
PSY Elective 3
or
Elective 3
Elective 3
Elective 3
Elective 3
Elective $\quad 1-3$
Total |3-15

## Bachelor of Science in Psychology (Pre-Occupational Therapy Track)

The major in psychology (Pre-Occupational Therapy track) is an accelerated program designed to provide students pursuing a career in occupational therapy with a concentration of coursework that emphasizes the developmental, biological and applied dimensions of psychology.

Students gaining early admission to the Occupational Therapy Masters Program may earn their Bachelor of Science degree in Psychology by completing a total of 90 undergraduate credit hours including all university general education and College of Arts \& Sciences requirements as well as the Occupational Therapy prerequisites, 36 hours of designated psychology courses, and one full year ( 30 credit hours) in the Occupational Therapy master's program.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| BIO | 121 | General Biology I | 4 |
| BIO | 122 | General Biology II | 4 |
| ENG | 101 | Composition | 3 |
| SOC | 101 | Introduction to Sociology | 3 |
| SOC |  | Any class 200 level or above | 3 |
| MATH | 207 | Introduction to Statistics | 3 |
| BIO | 231 | Human Anatomy and Physiology I | 4 |
| BIO | 232 | Human Anatomy and Physiology II | 4 |
| BIO | 201 | Medical Terminology | 3 |
| PSY | 101 | General Psychology | 3 |
| PSY | 220 | Child Development | 3 |
| PSY | 308 | Experimental Methods in Psychology | 3 |
| PSY | 310 | Abnormal Psychology | 3 |
| PSY | 324 | Adult Years and the Aging Process | 3 |
| PSY | 325 | Psychology in the Classroom | 3 |
| PSY | 330 | Behavior Modification | 3 |
| PSY | 360 | Biopsychology | 3 |
| PSY | 412 | Clinical Helping Skills | 3 |

PSY $480 \quad$ Advanced Data Analysis: Computer Analysis of Psychological Research Data3
Two Psychology electives at or above the 300 level ..... 6
Subtotal ..... 67
Outstanding general education/core requirements and electives ..... 23
Occupation Therapy hours ..... 30
Total ..... 120
Psychology - Pre-OT
Ist year - Fall
PSY IOI General Psychology (Domain 6) ..... 3
ENG 101 Composition (Domain I) ..... 3
FYS $101 \quad$ Going Global: First-Year Seminar (Domain 7) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
BlO |2| General Biology ..... 4
Total ..... 16
Ist year - Spring
PSY $220 \quad$ Child Development ..... 3
MATH 207 Introduction to Statistics (Domain 3) ..... 3
Artistic Expression Gen Ed (Domain 2) ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
BIO 122 General Biology II ..... 4
Total ..... 16
2nd year - Fall
PSY Requirement or Elective ..... 3
BIO 395 Topics in Biology: Medical Terminology ..... 3
BlO $231 \quad$ Human Anatomy and Physiology I (Domain 4) ..... 4
SOC 101 Introduction to Sociology (Domain 6) ..... 3
Moral Reasoning Gen Ed (Domain 5) ..... 3
Total ..... 16
2nd year - Spring
PSY 360 Biopsychology
or
PSY Elective ..... 3
PSY Requirement or Elective ..... 3
PSY Requirement or Elective ..... 3
BIO 232 Human Anatomy and Physiology II (Domain 4) ..... 4
SOC Elective (200 level or above) ..... 3
Total ..... 16
3rd year - Fall
PSY 480 Advanced Data Analysis ..... 3
PSY Requirement or Elective ..... 3
PSY Requirement or Elective ..... 3
Gen Ed Domain ..... 3
Gen Ed Domain/Elective ..... 3
Total ..... 15
3rd year - Spring
PSY 360 Biopsychology ..... 3
or
PSY Elective ..... 3
PSY ..... 308
Research Methods in Psychology ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
Courses Required for the Psychology Minor
Course Title Credit Hours
PSY IO| General Psychology ..... 3
Psychology electives (5) ..... 15
(electives can include PSY 220 or any PSY courses at the 300 level or above)
Total ..... 18

## Public Health (B.S.)

## Audra Gollenberg, Assistant Professor of Public Health

Henkel Hall, Room 229, (540) 665-4798
The Public Health major prepares students to be able to identify the causes of disease and the principles and practices of health promotion, disease/injury prevention and protection, to understand national/international public health issues from historical, social, cultural, as well as a scientific perspective, and to integrate knowledge and methods into the practice of public health.

## Course required for the Public Health Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| PH | 101 | Introduction to Public Health | 3 |
| PH | 202 | Global Health | 3 |
| BIO | 121 | General Biology I | 4 |
| BIO | 122 | General Biology II | 4 |
| MATH | 207 | Introduction to Statistics | 3 |
| PH | 301 | Epidemiology | 3 |
| WR | 302 | Writing for the Health Professions | 3 |
| PH | 499 | Capstone | 3 |

Electives: Choose 4 of the following; 3 must be at the 300-400 level.
PHIL 130 Introduction to Medical Ethics 3
BIO/HIST 365 Diseases in History 3
PH 395 Topics in Public Health 3
SOC 332 Medical Sociology 3
SOC 350 Research Methods in Social Sciences 3
MCOM 310 Mass Media Theory and Research 3
PSY 308 Research Methods in Psychology II 3
PSY 480 Biopsychology 3
KIN 252 Personal and Community Health 3
PH 490 Internship in Public Health 3
Subtotal 12
Total 38
Courses Required for the Public Health Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| PH | 101 | Introduction to Public Health | 3 |
| PH | 202 | Global Health | 3 |
| PH | 301 | Epidemiology | 3 |
| MATH | 207 | Introduction to Statistics | 3 |

Choose 2 of the following:
BIO/HIST 365 Diseases in History 3
KIN 252 Personal and Community Health 3
PH 395 Topics in Public Health 3
PH 490 Internship in Public Health 3
PHIL I30 Introduction to Medical Ethics 3
PSY 480 Biopsychology 3
SOC 322 Medical Sociology 3

[^2]
## Public Health

| Ist year - Fall |  |  |
| :--- | ---: | :---: |
| ENG | 101 |  |
| MATH | 207 |  |
| BIO | 121 |  |
| FYS | 101 |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Ist year - Spring |  |  |

MCOM $150 \quad$ Principles of Public Speaking (Domain I) ..... 3
BIO $121 \quad$ General Biology II (Domain 4) ..... 4
PH |0| Introduction to Public Health ..... 3
Foreign Language (Arts \& Sciences requirement) ..... 3
Artistic Expression Gen Ed (Domain 2) ..... 3
Total ..... 16
2nd year - Fall
PH 202 Global Health ..... 3
PHIL 130 Introduction to Medical Ethics (Domain 5) ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
2nd year - Spring
PH 30I Epidemiology ..... 4
The Individual in Society Gen Ed (Domain 6) ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
3rd year - Fall
SOC 332 Medical Sociology ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
3rd year - Spring
WR 302 Writing in the Health Professions ..... 3
Elective for PH major (300- or 400-level) ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
4th year - Fal
SOC 350 Research Methods for Social Sciences ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
4th year - Spring
PH ..... 499
Program Implementation in Public Health ..... 3
Elective for minor ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 12

## Religion (B.A.)

Barry Penn-Hollar, Professor of Religion and Philosophy Goodson Chapel, Room 9, (540) 665-5467
The Religion major provides students with a comprehensive understanding of the religious traditions of the world with a particular emphasis on the Christian tradition. It enables students to think clearly and critically about religious ideas. Through the comparative study of philosophy, sacred texts, religious history, spirituality, theology and ethics, students learn to think across disciplines and cultures. The major provides a rich encounter with the liberal arts and prepares students for the graduate study of religion. Along with the JustFaith Leadership Certificate Program, the Religion major prepares students for seminary and for leadership in the 21 st century church.

## Courses Required for the Religion Major

| Course | Title | Credit Hours |  |
| :--- | :---: | :--- | :---: |
| REL | 202 | World Religions | 3 |

One of the following:
PHIL IOI Introduction to Philosophy 3
PHIL I20 History ofWestern Philosophy 3
Four additional courses at the 100 or 200 level in Religion
At least one of the following:
REL $210 \quad$ Introduction to the Hebrew Bible 3
REL 2l| Introduction to the New Testament 3

At least one of the following:
REL 225 Christian Social Ethics 3
REL 25I Christian Spirituality 3

Other courses at the 100-200 level that may count toward the major
REL IOI Introduction to Religious Thought 3
REL 112 Christian Discipleship 3
REL 220 A Survey of Western Christianity 3

Six courses at the 300-400 level
One of the following:
REL 310 Judaism 3
REL 3II Asian Religion and Philosophy 3
REL 312 Islam 3

Other courses at the 300-400 level that may count toward the major:
REL 301 Christian Theology 3
REL 320 Christian Education 3
REL 321 Church Leadership 3
REL $330 \quad$ Christianity in the United States 3
REL 331 Christianity and the African-American Experience 3
REL 340 Religion and Ecology 3
REL 391 Topics in Religion 3
REL 421 Practicum in Ministry I 2-3
REL 45I Interdisciplinary Topics 3
May count one (only one) of the following toward 300-400 level requirements:

| HIST | 445 | Renaissance and Reformation |
| :--- | :--- | :--- | :--- |

PHIL 361 History ofWestern Political Philosophy I 3
PHIL 362 History ofWestern Political Philosophy II 3
Total 36

Capstone project: Every major will be required to complete a capstone project in a 300 or 400 level course taken during the last nine hours of the student's program. That project will require students to apply ideas critically and comparatively from various perspectives and/or traditions (possibly non-Christian ones) to a theme, topic, or problem related to the subject matter of that course. For students doing the capstone project in REL 421, the project may involve a practical problem or issue related to the context in which students fulfill requirements for REL 421 Practicum in Ministry I.

## Religion

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| REL | 202 | World Religions | 3 |
|  | or |  |  |
| PHIL | 101 | Introduction to Philosophy |  |
|  | or |  |  |
| PHIL | 120 | History of Western Philosophy |  |
| REL |  | Elective ( 100 or 200 level) | 3 |
|  | or |  |  |
| REL | 210 | Introduction to the Hebrew Bible |  |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Foreign Language (Arts \& Sciences requirement) | 3 |
| ENG | 101 | Composition (Domain I) | 3 |
|  |  | Total | 15 |
| Ist year - Spring |  |  |  |
|  |  | The Nature of Science Gen Ed (Domain 4) | 3-4 |
|  |  | Artistic Expression Gen Ed (Domain 2) | 3 |
|  |  | Foreign Language (Arts \& Sciences requirement) | 3 |
| REL |  | Elective ( 100 or 200 level course) | 3 |
|  | or |  |  |
| REL | 211 | Introduction to the New Testament |  |
|  |  | Elective | 3 |
|  |  | Total | 15-16 |
| 2nd year - Fall |  |  |  |
| REL | 202 | World Religions | 3 |
|  | or |  |  |
| PHIL | \|0| | Introduction to Philosophy |  |
|  | or |  |  |
| PHIL | 120 | History of Western Philosophy |  |
| REL |  | Elective ( 100 or 200 level) | 3 |
|  | or |  |  |
| REL | 210 | Introduction to the Hebrew Bible |  |
| MCOM | 150 | Principles of Public Speaking (Domain I) | 3 |
|  |  | Elective | 3 |
|  |  | Elective | 3 |
|  |  | Total | 15 |

2nd year - Spring
The Individual in Society Gen Ed (Domain 6) ..... 3
Quantitative Literacy Gen Ed (Domain 3) ..... 3
REL Elective (I00 or 200 level course) ..... 3
REL 211 Introduction to the New Testament
Elective ..... 3
Elective ..... 3
Total ..... 15
3rd year - Fall
REL Elective (300 level course) ..... 3
REL Elective (300 level course) ..... 3
Gen Ed Domain ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
3rd year - Spring
REL Elective (300 level course) ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
4th year - Fall
REL Elective (300 level course) ..... 3
REL Elective (300 level course) ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15
4th year - SpringElective3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 15

## JustFaith - Christian Leadership Certificate Program

The JustFaith - Christian Leadership Certificate Program is a three-year cohort program that integrates knowing, being and doing. Its aim is to prepare and empower leaders for the 21 st century church who are committed to spiritual depth and social justice as integral aspects of the church's ministry in a global context. The curricular component involves six religion courses (one each semester) which will fulfill requirements for a minor in religion. In addition to curricular requirements, students in the cohort will be part of a covenant group, have a professional and spiritual mentor, and participate in service and/or ministry activities.

## Courses required for the JustFaith - Christian Leadership Certificate Program

These six courses will be taken as part of a cohort over six consecutive semesters. Students completing these requirements will have fulfilled requirements for the Religion Minor.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| REL | 110 | The Global Context of Christian Leadership | 3 |
| REL | 112 | Christian Discipleship | 3 |
| REL | 210 | Introduction to the Hebrew Bible | 3 |
| REL | 211 | Introduction to the New Testament | 3 |
| REL | 301 | Christian Theology | 3 |
| REL | 321 | Christian Leadership | 3 |
|  |  | Total | 18 |

Students wishing to build the JustFaith - Christian Leadership Certificate may count no more than 12 hours from the above toward the requirements for the Religion major.

## Minor in Religion

Students may create their own minor in religion. The possibilities include a minor with a concentration in the following subjects:World Religion, Ethics, Christian Studies and Christian Leadership.

Students must take 18 hours in religion and philosophy with at least 6 hours at the 300 level or above.

## Sociology (B.S.)

Kim Fendley, Associate Professor of Sociology
Gregory Hall, Room 209, (540) 665-5553
The Sociology major provides insight into social factors and forces in society. Students majoring in Sociology will be prepared for careers in the social service, business and government sectors or to continue their studies at the graduate level.

Courses Required for the Sociology Major

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| MATH | 207 | Introduction to Statistics | 3 |
| SOC | 101 | Introduction to Sociology | 3 |
| SOC | 310 | Community Service | I |
| SOC | 312 | Social Class and Inequality | 3 |
| SOC | 350 | Research Methods for the Social Sciences | 3 |
| SOC | 360 | Social Theory | 3 |
| SOC | 475 | Sociology Senior Seminar | 3 |

Five of the following (only one at the 200 level; at least two at the 400 level):
SOC $210 \quad$ Social Problems
SOC 25I Marriage and the Family
SOC 295 Topics in Society and Culture
SOC 313 Social Interaction
SOC 315 Gender Issues
SOC 332 Medical Sociology
SOC 334 Childhood and Society
SOC 336 Political Sociology
SOC 395 Topics in Sociology
SOC 415 Sociology of Religion
SOC 431 Social Movements and Extremism
SOC 441 Deviant Behavior
SOC 45I Violence and Victims
Total 34
Courses Required for the Sociology Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| SOC | 101 | Introduction to Sociology | 3 |
| SOC | 312 | Social Class and Inequality | 3 |
| SOC | 360 | Social Theory | 3 |

Three of the following (only one at the 200 level): 9
SOC $210 \quad$ Social Problems
SOC 25I Marriage and the Family
SOC 295 Topics in Society and Culture
SOC 313 Social Interaction
SOC 315 Gender Issues
SOC 332 Medical Sociology
SOC 334 Childhood and Society
SOC 336 Political Sociology
SOC 395 Topics in Sociology
SOC 415 Sociology of Religion

| SOC | 431 | Social Movements and Extremism |  |
| :--- | :--- | :--- | :--- |
| SOC | 441 | Deviant Behavior |  |
| SOC | 451 | Violence and Victims |  |
|  |  | Total | 18 |

## Sociology

Ist year - Fall
SOC IOI Introduction to Sociology (Domain 6) 3
MATH 207 Introduction to Statistics (Domain 3) 3
Foreign Language (Arts \& Sciences requirement) 3
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15

Ist year - Spring
SOC Elective (200 level course) 3
MATH 208 Advanced Statistics (Arts \& Sciences requirement) 3
Foreign Language (Arts \& Sciences requirement) 3
Artistic Expression Gen Ed (Domain 2) 3
The Nature of Science Gen Ed (Domain 4) 3-4
Total 15-16

2nd year - Fall
SOC 312 Social Class and Inequality 3
SOC 360 SocialTheory 3
Moral Reasoning Gen Ed (Domain 5) 3
Gen Ed Elective 3
Elective for minor 3
Total 15

2nd year - Spring
SOC 350 Research Methods 3
Gen Ed Elective 3
Gen Ed Elective 3
Elective for minor 3
Elective for minor 3
Total 15
3rd year - Fall
$\begin{array}{llll}\text { SOC Social Interaction } & 313 & \text { 3-6 }\end{array}$
and/or
SOC $315 \quad$ Gender Issues
Elective for minor 3
Elective for minor 3
Elective for minor 3
Total 12-15

| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| SOC | 334 | Childhood and Society | 3 |
|  | or |  |  |
| SOC | 336 | Political Sociology |  |
| SOC | 395 | Topics | 3 |
| SOC | 310 | Community Service | I |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Total | 16 |
| 4th year - Fall |  |  |  |
| SOC | 431 | Social Movements and Extremism | 3-6 |
|  | and/o |  |  |
| SOC | 451 | Violence and Victims |  |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Elective for minor | 3 |
|  |  | Total | 15-18 |
| 4th year - Spring |  |  |  |
| SOC | 332 | Medical Sociology | 3 |
| SOC | 441 | Deviant Behavior | 3 |
|  | or |  |  |
| SOC | 415 | Sociology of Religion |  |
| SOC | 475 | Senior Seminar | 3 |
|  |  | Elective for minor | 3-4 |
|  |  | Total | 12-13 |

## Spanish (B.A.)

Bryan Pearce-Gonzales, Assistant Professor of Foreign Languages
Henkel Hall, Room 2I7, (540) 665-6202
The major in Spanish is intended for students interested in teaching Spanish as well as for those preparing to integrate Hispanic studies into their chosen careers. The program includes courses designed to help students develop their skills in speaking, listening comprehension, reading and writing. Students will gain an understanding of Hispanic culture in Spain and Latin America, as well as in the United States. A distinguishing feature of the program is the requirement that all majors do internships working among Hispanics in the Winchester-Frederick County community.

## Courses Required for the Spanish Major

| Course |  | Title | Credit hours |
| :--- | :--- | :--- | :---: |
| SPAN | 301 | Spanish Conversation | 3 |
| SPAN | 302 | Spanish Composition | 3 |
| SPAN | 311 | Spanish Civilization and Culture | 3 |
| SPAN | 312 | Latin American Civilization and Culture | 3 |
| SPAN | 330 | Introduction to Spanish Linguistics | 3 |
| SPAN | 430 | Senior Seminar and Project | 3 |

## Plus 15 credits selected from the following courses:

## SPAN 315 Reading in U.S. Latino Literature and Culture 3

SPAN 316 The Southern Cone 3
SPAN 320 Survey of Peninsular Literature 3
SPAN 325 Survey of Latin American Literature 3
SPAN 403 Topics 3
SPAN 4II Advanced Oral Spanish 3
SPAN 412 Advanced Written Spanish 3
SPAN 45I Introduction to Translation 3
SPAN 452 Advanced Spanish Translation 3
SPAN 440 Second Language Acquisition 3

Six credits of internship selected from the following courses:
SPAN 391 Internship I

392 Internship 2
SPAN 393 Internship 3
Total 39
Spanish majors are also encouraged to have competence in a second foreign language through the intermediate level. The second language competency may be achieved by a combination of prior coursework, qualifying examination and/or study at Shenandoah.
Spanish Specialization in Interpreting (Certificate)
Course ..... 6
Total ..... 21

Title
SPAN 301 Spanish Conversation

## SPAN 302 Spanish Composition

SPAN 312 Latin American Civilization and Culture
Internships
Electives from other 300-400 level
Spanish courses

## Spanish

Ist year - Fall
SOC IOI Introduction to Sociology (Domain 6) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Foreign Language (Arts \& Sciences requirement) 3
ENG IO1 Composition (Domain I) 3
Elective 3
Total 15

Ist year - Spring
PHIL $150 \quad$ Ethics and Society (Domain 5 or 7 ) 3
or
REL $202 \quad$ World Religions (Domain 5 or 7)
MATH 207 Introduction to Statistics (Domain 3) 3

ENG 102 Introduction to Literature (Domain 2) 3
The Nature of Science Gen Ed (Domain 4) 3-4
Total 15-16

2nd year - Fall
SPAN 301 Spanish Conversation 3
SPAN 391 Internship in Spanish I
SOC 360 Social Theory 3
MATH 208 Advanced Statistics (Domain 3) 3
Gen Ed Domain 3
Elective (Course in second language) 3
Total 16

2nd year - Spring
302 Spanish Composition 3
SPAN 312 Latin American Civilization and Culture 3
SPAN 391 Internship in Spanish I
Oral Communication Gen Ed (Domain I) 3
Elective 3
Elective 3
Total 16

3rd year - Fall
SPAN Elective 3
SPAN Elective 3
SPAN ..... 391
Internship in Spanish ..... I
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
3rd year - Spring
SPAN 39I Internship in Spanish ..... I
SPAN 3II Spanish Civilization and Culture ..... 3
SPAN Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
4th year - Fall
SPAN 39I Internship in Spanish ..... I
SPAN 330 Introduction to Spanish Linguistics ..... 3
SPAN Elective ..... 3
Elective ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 16
4th year - Spring
SPAN 391 Internship in Spanish ..... I
SPAN 430 Senior Seminar ..... 3
SPAN 325 Survey of Latin American Literature ..... 3
Elective ..... 3
Elective ..... 3
Total ..... 13

## Courses Required for the Spanish Minor

The minor in Spanish is for students preparing to integrate language skills and Hispanic studies into their chosen careers. The program includes courses designed to help students develop their skills in speaking, listening comprehension, reading and writing. Students will gain an understanding of Hispanic culture in Spain and Latin America, as well as in the United States. A distinguishing feature of the program is the requirement that all majors do internships working among Hispanics in the Winchester-Frederick County community.

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| SPAN | 301 | Spanish Conversation |  |
|  | or |  |  |
| SPAN | 411 | Advanced Oral Spanish | 3 |
| SPAN | 302 | Spanish Composition |  |
|  | or |  |  |
| SPAN | 412 | Advanced Written Spanish | 3 |
|  |  | Three electives from other courses at the SPAN 300/400 level | 9 |
|  |  | Internships* (SPAN 391, 392 or 393) | 4 |
|  |  | Total | 19 |

*It is recommended that students take at least one credit of internship each semester beginning with the junior year.

## University Interdisciplinary Studies (B.A.)

Calvin Allen, Dean, College of Arts \& Sciences
Gregory Hall, Room I57, (540) 665-4587
The University Interdisciplinary Studies program provides a framework within which interdisciplinary or multidisciplinary study can be undertaken at Shenandoah University.The Bachelor of Arts degree allows students with unique or non-traditional education goals to undertake an individually designed major.

The Bachelor of Arts in University Interdisciplinary Studies requires a proposed degree plan that describes the student's academic and professional goals and lists the course of study to be taken to fulfill those goals. This proposal must be reviewed and approved by a faculty committee representing at least two disciplines from any participating undergraduate programs and a representative appointed by the vice president of academic affairs.

## Course Requirements for the University Interdisciplinary Studies Major

The course of study will incorporate the following:
I. At least 36 credit hours, apportioned between at least two disciplines, that support the student's academic and professional goals. Study in each discipline must include work in both the theory and the methodology of that field. At least 24 hours must be at the 300 or 400 level. No more than 12 hours of university general education hours may be counted toward this requirement.
2. Core requirements of each of the academic units included. This shall include:
a. Foreign language requirement in the College of Arts \& Sciences.
b. Courses specified for either the minor in Business or the minor in Entrepreneurship in the Harry F. Byrd, Jr. School of Business.
c. Conservatory students will create an academic plan in the discipline area of Music, Theatre, Dance, Arts Management or Music Production and Recording Technology. The proposal must be reviewed and approved by the appropriate discipline area faculty and the associate dean for undergraduate studies.
d. This program does not include the Division of Nursing or Respiratory Care.
3. A 3-credit senior research study, creative project or essay that reflects the integration of disciplines and experiences in the student's self-designed degree plan.
4. A senior comprehensive examination that integrates the disciplines of specialization. (No credit)

The faculty committee evaluates the senior project and designs and administers the senior comprehensive exam.

## University Studies (B.S.)

The University Studies program provides a strong liberal arts background within interdisciplinary or multidisciplinary and pre-professional study for students.

The Bachelor of Science in University Studies is a more prescribed, pre-professional course of study that meets the requirements forVirginia Teacher Licensure for grades PK-6 and 6-8. All Shenandoah University general education and College of Arts \& Sciences Core Curriculum requirements are fulfilled by the B.S. in University Studies degree requirements listed below.

## Bachelor of Science in University Studies Degree Teacher Education Programs

Office of Professional Licensure
Mary E. Bowser, Director
Henkel Hall, Room 204, (540) 665-4590
Students in the College of Arts \& Sciences seeking to become licensed as teachers take courses in Arts \& Sciences as the predominant part of their first two years at the university. Courses that relate to teaching, children and schools are the predominant part of the third and fourth years in the program. Students in the programs seeking endorsement in elementary or secondary education will be required to declare a major in one of the following liberal arts areas: Biology, Chemistry, English, History, Mathematics, Kinesiology (PK12) or University Studies (PK-8). As part of the degree requirements, students also must complete the requirements of the core curriculum in the College of Arts \& Sciences.

## Admission Requirements for All Candidates for Teacher Licensure

## State Requirements for Teacher Licensure

Students preparing to be teachers are expected to meet the requirements for teacher licensure currently in effect in the Commonwealth of Virginia. Most states grant teaching licensure on a reciprocal basis when the educating institution is approved by its own state department of education or when graduates of an institution are eligible for teaching licensure in the state in which they were educated. Teacher education programs at Shenandoah University are approved programs of the Virginia State Board of Education, and graduates will have met all educational requirements forVirginia licensure.

## Statement Regarding Professional Assessments

All initial licensure teacher education programs at Shenandoah University require that I) the PRAXIS I exam must be taken before admission to candidacy in teacher education programs; 2) the PRAXIS II exam must be taken in the student's last year prior to student teaching; and 3) VCLA must be taken before student teaching. In addition, PK-6 elementary education candidates must take the Virginia Reading Assessment (VRA) before student teaching.

The university's Academic Enrichment Center assists students with preparation for PRAXIS exams by providing study materials, help sessions and access to a computer tutorial software program. This assistance is also extended to Shenandoah University alumni.

The Teacher Education Program Application also requires the following for an applicant to be considered for acceptance into the Teacher Education Program:
I. Submit two recommendation checklists (professional attitude, punctuality, attendance, communication skills, scholarship, cooperativeness, etc.); one from a professional in the major field and one from a professional outside the major field.
2. Submit official transcripts showing a grade point average of at least 2.9 in the area of the major and an overall grade point average of at least 2.5.
3. PRAXIS I scores - passing by Virginia Standards or substitute appropriate SAT or ACT score orVCLA plus PRAXIS I mathematics test. See Admissions section of this catalog for specific score requirement.

Score reports must be sent to Shenandoah University's Office of Admissions. Students must receive satisfactory ratings on the checklists in order to be approved by the Teacher Education Faculty Advisory Board prior to admission into the education program and prior to student teaching. A minimum grade point average of 2.9 in the academic major is required. Prior to student teaching, all students must successfully complete Praxis II in their subject areas, VCLA, and elementary (PK-6) education students must also pass the Virginia Reading Assessment. Shenandoah University reserves the right to determine the fitness of an individual to student teach.

## Bachelor of Science in University Studies Degree Education Tracks <br> Karen Huff, Professor of Education <br> Henkel Hall, Room 204A, (540) 665-4549 <br> Bachelor of Science in University Studies Degree Elementary Education Track (PK-6)

| Course | Title |  | Credit Hours |
| :---: | :---: | :---: | :---: |
| ENG | 101 | Composition | 3 |
| ENG | 102 | Introduction to Literature | 3 |
| ENG | 210 | Modern Grammar | 3 |
| ENG |  | Literature elective (at or above the 300 level) | 3 |
| MCOM | 150 | Principles of Public Speaking | 3 |
| MATH | 101 | Precalculus I | 3 |
| MATH | 102 | Precalculus II | 3 |
| MATH | 207 | Introduction to Statistics | 3 |
| MTH | 335 | Mathematics for Elementary and Middle School I | 3 |
| MTH | 336 | Mathematics for Elementary and Middle School II | 3 |
| HIST | 101 | World Civilizations I | 3 |
|  | or |  |  |
| HIST | 102 | World Civilizations II | 3 |
| HIST | 103 | United States History I | 3 |
| HIST | 104 | United States History II | 3 |
| HIST | 350 | Virginia History | 3 |
| PSCl | 301 | History of Western Political Philosophy I | 3 |
| PHYS | 105 | Physical Universe | 4 |
| CHEM | 105 | Chemistry and Society | 4 |
| BIO | 105 | The Natural World | 4 |
|  |  | Science Elective | 3-4 |
| EC | 211 | Principles of Macroeconomics | 3 |
|  |  | Any Geography course | 3 |
|  |  | Foreign language requirement (second year college level instruction completed in a single language) | 0-12 |
| KIN | 101 | Lifetime Fitness and Wellness | 1 |
|  |  | Physical Activity course | 1 |
| PSY | 101 | General Psychology | 3 |
|  |  | Elective (if needed) | 3 |
|  |  | Elective (if needed) | 3 |
|  |  | Subtotal | 77-87 |

## Professional Studies

Pass PRAXIS I for formal acceptance into Teacher Education.

| Course | Title |  | Credit Hours |
| :--- | :--- | :--- | :---: |
| MCM | 270 | Practicum in Instructional Technology and Media | 3 |
| EDU | 301 | Orientation to Teaching/Practicum | 3 |
| PSY | 220 | Child Development | 3 |
| EDU | 221 | Child Development Lab | 1 |
| EDU | 322 | Creative Arts | 2 |
| EDU | 324 | Language Arts | 6 |
| EDU | 336 | Reasoning Skills I - Science | 3 |
| EDU | 337 | Reasoning Skills II - Math | 3 |

EDU 345 Methods and Management in Elementary/Middle Schools ..... 3
EDU 346 Methods and Assessment in Elementary/Middle Schools ..... 3
RDG 424 The Diagnostic Teaching of Reading ..... 3
RDG 425 Reading and Writing in the Content Area ..... 3
Pass Praxis II requirement before student teaching
EDU 46I Student Teaching in Elementary and Middle Schools ..... 9
Subtotal ..... 45
Degree totals* ..... I22-I32
*Depending on language required.

## Bachelor of Science in University Studies Degree Elementary and Middle School Education Track (PK-6, 6-8)

This program is designed to meet state licensure requirements for PK-6 and 6-8. Licensure at the middle school level (6-8) requires a minimum of 21 hours in two areas of concentration. This program provides the first concentration in history/social science.The student must select one additional concentration from English, mathematics or science by adding an additional six hours in one area.

| Course | Title |  | Credit Hours |
| :---: | :---: | :---: | :---: |
| ENG | 101 | Composition | 3 |
| ENG | 102 | Introduction to Literature | 3 |
| ENG | 210 | Modern Grammar | 3 |
| ENG |  | Literature Elective | 3 |
| MCOM | 150 | Principles of Public Speaking | 3 |
| MATH | 101 | Precalculus I | 3 |
| MATH | 102 | Precalculus II | 3 |
| MATH | 207 | Introduction to Statistics | 3 |
| MTH | 335 | Mathematics for Elementary and Middle School Teachers I | 3 |
| MTH | 336 | Mathematics for Elementary and Middle School Teachers II | 3 |
| HIST | 101 | World Civilizations I | 3 |
| HIST | 102 | World Civilizations II | 3 |
| HIST | 103 | United States History I | 3 |
| HIST | 104 | United States History II | 3 |
| HIST | 350 | Virginia History | 3 |
| HIST | 371 | Modern European History | 3 |
|  | or |  |  |
| HIST | 381 | British History |  |
| HIST | 391 | Asian History | 3 |
|  | or |  |  |
| HIST | 395 | Topics in History (Non-Western) |  |
| PHYS | 105 | Physical Universe | 4 |
| CHEM | 105 | Chemistry and Society | 4 |
| BlO | 105 | The Natural World | 4 |
|  |  | Science Elective | 3-4 |
| PSCl | 201 | American Government | 3 |
| PSCl | 302 | History of Western Political Philosophy II | 3 |
| EC | 211 | Principles of Macroeconomics | 3 |
|  |  | Any Geography course | 3 |
|  |  | (Concentration \#2) | 3 |
|  |  | (Concentration \#2) | 3 |


|  |  | Foreign language requirement (second year college level |  |
| :--- | :--- | :--- | ---: |
| instruction completed in a single language) |  |  |  |
| KIN | 101 | Lifetime Fitness and Wellness <br> Physical Activity course | $0-12$ |
| PSY 101 | General Psychology <br> (Social Science requirement) <br> Subtotal | । |  |
|  |  | $89-102$ |  |

## Professional Studies

| Pass Praxis I for formal acceptance into Teacher Education |  |  |  |
| :--- | :--- | :--- | :--- |
| Course |  | Title | Credit Hours |
| MCM | 270 | Practicum in Instructional Technology and Media | 3 |
| EDU | 30 I | Orientation to Teaching/Practicum | 4 |
| PSY | 220 | Child Development | 3 |
| EDU | 22 I | Child Development Lab | 1 |
| EDU | 322 | Creative Arts | 2 |
| EDU | 324 | Language Arts | 6 |
| EDU | 336 | Reasoning Skills I - Science | 3 |
| EDU | 337 | Reasoning Skills II - Math | 3 |
| EDU | 345 | Methods and Management in Elementary/Middle Schools | 3 |
| EDU | 346 | Methods and Assessment in Elementary/Middle Schools | 3 |
| RDG | 424 | The Diagnostic Teaching of Reading | 3 |
| RDG | 425 | Reading and Writing in the Content Area | 3 |
| Pass PRAXIS II requirement before student teaching |  |  |  |
| EDU | 46 I | Student Teaching in Elementary and Middle Schools |  |
|  |  | Subtotal |  |
|  |  | Degree totals | 9 |

# Professional Studies Certificate Programs for Elementary and Elementary/ Middle School Teacher Education 

Karen Huff, Professor of Education
Henkel Hall, Room 204A, (540) 665-4549
These programs contain the professional studies required by the Virginia Department of Licensure Regulations for elementary and middle school teachers. Students who have completed a major in a liberal arts field (or equivalent) and completed the professional education courses listed below in addition to specific general studies requirements, may qualify for licensure in the areas of PK-6 and/or 6-8 grade levels.


* Teacher endorsement area requirements may be satisfied through transcript analysis by the Education department faculty. The outcome of this analysis may be possible recommendations for supplementary coursework in order for students to achieve compliance with Virginia Department of Education regulations.

Professional Studies Certificate Program in Elementary/Middle School Education (PK-6)(6-8)

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| PSY | 220 | Child Development | 3 |
| EDU | 221 | Child Development Lab | 1 |
| EDU | 301 | Orientation to Teaching/Practicum | 3 |
| MCM | 270 | Practicum in Instructional Technology and Media | 3 |
| EDU | 322 | Creative Arts | 2 |
| EDU | 324 | Language Arts | 6 |
| EDU | 336 | Reasoning Skills I: Science | 3 |
| EDU | 337 | Reasoning Skills II: Math | 3 |
| EDU | 345 | Methods and Management in Elementary and Middle Schools | 3 |
| EDU | 346 | Methods and Assessments in Elementary and Middle Schools | 3 |
| RDG | 424 | The Diagnostic Teaching of Reading | 3 |
| RDG | 425 | Reading and Writing in the Content Area | 3 |
| Pass PRAXIS II,VRA andVCLA requirement prior to student teaching |  |  |  |
| EDU | 461 | Student Teaching in the Elementary and Middle Schools |  |
|  |  | Total | 9 |

[^3]
## Professional Studies Certificate in Secondary Teacher Education (6-I2 and K-I2)

Mary E. Bowser, Professor of Education
Henkel Hall, Room 204, (540) 665-4590
This program contains the professional studies required by the Virginia Department of Licensure Regulations for secondary education teachers and K-I2 endorsements. Students may elect to add this program as a minor to their current or completed major in a liberal arts field so they could apply for a Virginia Teacher's license in that field.

| Course |  | Title | Credit Hours |
| :--- | :---: | :--- | :---: |
| PSY | 220 | Child Development | 3 |
| EDU | 221 | Child Development Lab | I |
| EDU | 30 I | Orientation to Teaching | 3 |
| EDU | 343 | Methods and Assessment in Middle and Secondary Schools | 3 |
| EDU | 344 | Methods and Management in Middle and Secondary Schools | 3 |
| (Health and Physical Education and Spanish have specialty methods courses in addition) |  |  |  |
| RDG | 425 | Reading and Writing in the Content Area | 3 |
| Pass PRAXIS II requirement before student teaching |  |  |  |
| EDU | 44 I | Student Teaching in the Middle and Secondary Schools | Total |

[^4]English majors seeking licensure are additionally required to take the following courses:
MCOM 150 Principles of Public Speaking 3
ENG 210 Modern Grammar 3
Total 6
Chemistry majors seeking licensure are additionally required to take the following courses:
BIO I21 General Biology I 4
BIO 122 General Biology II 4
Total 8

## Shenandoah University's Approved Programs for Virginia Teacher Licensure

Undergraduate Programs
Biology (6-I2)
Business Education (6-12)
Chemistry (6-12)
English (6-I2)
Health and Physical Education (PK-I 2)
History/Social Science (6-12)
Mathematics (6-I2)
Music - Choral (PK-I2)
Music - Instrumental (PK-12)
Spanish (PK-12)
University Studies - Elementary and/or Middle School Education Track (PK-6, 6-8)
Professional Studies Certificate Programs - Undergraduate level
Elementary and Middle School Education (PK-6 and/or 6-8)
Secondary Education (6-I2)

[^5]
## Women's Studies (Minor)

Amy Sarch, Director of General Education
Smith Library, Room 322, (540) 542-6534
The Women's Studies program at Shenandoah University offers students an interdisciplinary minor that crosses traditional academic boundaries, pedagogical perspectives, and personal experiences. The program places women at the center of its curriculum and includes courses grounded in feminist inquiry, theory and practice. The minor is open to all undergraduates in the arts \& sciences, business, health professions and conservatory areas. A minor in Women's Studies complements any major by expanding students' knowledge and understanding of the human experience. Students who minor in Women's Studies will be well prepared for careers in the arts, education, communication, politics, law, business, health, human services, counseling, community advocacy and affirmative action programs.
Course Title Credit HoursWST $100 \quad$ Women's Issues Across Perspectives3
WST 320 Interdisciplinary Seminar in Women's Studies ..... 3
Four of the following three credit courses:
MCOM 36I Gender and Communication ..... 3
MCOM 46I Gender, Sport and Media ..... 3
PSY 425 Psychology, Gender and Culture ..... 3
SOC 25I Marriage and the Family ..... 3
SOC $\quad 312 \quad$ Social Class and Inequality ..... 3
SOC 315 Gender Issues ..... 3
WST 200 Images of Women in American Film ..... 3
WST 400 Special Topics in Women's Studies ..... 3
WST $410 \quad$ Supervised Individualized Study ..... 3
Total ..... 18

# SCHOOL OF EDUCATION <br> \& HUMAN DEVELOPMENT 

Calvin H. Allen, Dean, College of Arts \& Sciences<br>Gregory Hall, Room I57, (540) 665-4587

## Statement of Purpose

The School of Education \& Human Development at Shenandoah University prepares exemplary professionals in education and human development within a student-centered, inquiry-driven environment that places high value on the diverse cultures, experiences and perspectives that are the strengths of the university. Its mission is to educate current and aspiring professionals for success in their chosen vocations; integrate theory, research and practice; promote academic rigor; and nurture reflection, a caring approach to the professions, and collaboration across and within the communities served by the university.

Through commitment to quality academic programs and institutes, extensive opportunities for continued personal and professional growth through all stages of life and community and global outreach, promotes an educational system that is responsive to the challenges of a modern, ever-changing society that seeks to instill and sustain a passion for lifelong service and scholarship.

## Attendance Policy

Syllabi for all courses in the School of Education \& Human Development will contain the attendance policy (or appropriate policy governing participation, as in distance learning courses). Active and informed participation is necessary for effective learning. The instructor's policy in this regard, in a given course, will reflect good practice as it relates to the content and the delivery system. Penalties for violations of this policy will be specified in the syllabus.

## Degrees and Certificates

Please refer to the College of Arts \& Sciences section under University Studies for degree and certificate description and requirements.

## Undergraduate Degrees:

Bachelor of Science in University Studies Elementary Education Track (PK-6)
Bachelor of Science in University Studies Elementary and Middle School Education Track (PK-6, 6-8)

Undergraduate Certificates:
Professional Studies Certificate Program in Elementary Education (PK-6)
Professional Studies Certificate Program in Elementary/Middle School Education (PK-6)(6-8)

Professional Studies Certificate Program in Secondary Teacher Education (6-I 2)(K-I 2)

# HARRY F. BYRD, JR. SCHOOL OF BUSINESS 

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## Mission

The mission of the Harry F. Byrd, Jr. School of Business is to educate its students to become successful, principled leaders with a global perspective.

Students in the Byrd School will graduate with confidence in their ability to solve problems, be effective communicators and work successfully as individuals and team members. The undergraduate curriculum prepares students to operate in a dynamic global business environment.

It provides a broad-based study in the liberal arts, which marks the educated citizen. In addition, working toward the Bachelor of Business Administration (BBA) degree will provide students with knowledge in the fields of accounting, finance, information systems and computer technology, global business, economics, management and marketing.

This academic preparation, linked with communications skills, ethical decision making, entrepreneurship, and understanding the importance of working with a diverse workforce, will make the graduate a valued member of any organization. Students will have the opportunity for study-abroad experiences, internships, participation in student organizations and other activities, including active management of a student investment fund. The BBA is a part of a lifelong learning process for students that will lead to a better society, a better citizen and a better business leader.

## Vision

The Harry F. Byrd, Jr. School of Business will become recognized as a provider of individualized business education driven by entrepreneurial thinking, global understanding and ethical practice.

## Guiding Principles

The Harry F. Byrd, Jr. School of Business carries out its mission through its commitment to four guiding principles - learning, integrity, recognizing the contributions of others and continuous improvement.

## Undergraduate Degree Program Learning Goals

The learning goals for the BBA program are driven by the business school's mission statement, which is to "educate its students to become successful, principled leaders with a global perspective." It includes the following concepts:
I. Successful: to be able to make and communicate effective decisions.
a. To be able to identify the objectives and constraints in making a decision. [Knowledge]
b. To be able to interpret causes and potential effects of elements pertaining to a decision in order to identify key decision drivers. [Understanding]
c. To be able to gather, validate, structure and communicate information in support of decision making. [Application]
2. Principled: to be able to act ethically.
a. To be able to define and distinguish among the philosophical theories that represent the principles of ethical decision making. [Knowledge]
b. To be able to understand concepts associated with business ethics. [Comprehension]
c. To be able to apply ethical foundations to the role of business professionals with respect to governance issues and social responsibility. [Application] [Analysis] [Synthesis]
3. Leaders: to be able to demonstrate leadership qualities.
a. To recognize and comprehend common leadership models. [Knowledge] [Comprehension]
b. To recognize how leadership skills are developed. [Comprehension]
c. To be able to create an action plan for developing leadership skills. [Application] [Analysis] [Synthesis]
4. Global Perspective: to be able to function effectively in a global business environment.
a. To be able to identify and describe the elements that distinguish global business from domestic business. [Knowledge]
b. To be able to analyze the opportunities and challenges associated with global business expansion. [Understanding]
c. To be able to demonstrate the ability to adjust business goals to global changes [Application]

## Bachelor of Business Administration (BBA) Degree Program

The undergraduate degree program in Business Administration is called the BBA. The BBA offers three majors: General Business Administration, Entrepreneurship and Healthcare Management.

## Four elements compose the 120 credit hour degree program:

| General Education Courses | 30 hours |
| :--- | ---: |
| Non-Business Elective Courses | 24 hours |
| Business Core Courses | 42 hours |
| BBA Supporting Business Electives | 24 hours |
| Total | 120 hours |

## Requirements for the General Business Administration Major General Education Requirement (30 hours)

Students must conform to the general education requirements of the university that specify coursework over seven domains of knowledge. The following general education courses will be taken by all business students and will fulfill 18 of the required 30 hours of coursework. Students should work closely with their mentor to ensure they complete the general education requirements in a timely fashion.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| ENG | 101 | Composition (Domain 1) | 3 |
| MCOM | 150 | Principles of Public Speaking (Domain 1) | 3 |
| MATH | 101 | Pre-calculus I (Domain 3) | 3 |
| BA | 203 | Statistics and Data Analysis for Business (Domain 3) | 3 |
| EC | 211 | Principles of Macroeconomics (Domain 6) | 3 |
| EC | 212 | Principles of Microeconomics (Domain 6) | 3 |

## Non-Business Elective Courses (24 hours)

Course Title
A course in either Sociology or Psychology
Other 3-credit courses (not BA, EC or ISCT)
Business Core Courses (42 hours)

## Course

ISCT 204
BA 21]
BA 212
BA 302
BA 303
BA 307
BA 310
BA 330
MCOM 350
BA 360

453 Human Resource Management and Business Ethics
Title
Computer Applications in Business Analysis
Principles of Accounting I
2 Quantitative Methods ..... 3
Legal Environment of Business ..... 3
07 Introduction to Management and Organizational Behavior ..... 3
Introduction to MIS and E-Commerce ..... 3
Introduction to Finance ..... 3
Business and Professional Communication ..... 3
Introduction to Marketing ..... 3

395
BA 395 ..... 3

450
EC 450 International Economics ..... 3BA 453Human Resource Management and Business Ethics

490
BA 490 Business Policy and Strategy ..... 3

Credit Hours33Busies Policy and Strategy

Credit Hours
3
21

## BBA Supporting Electives (24 hours)

The BBA Supporting Electives consist of Business Administration (BA), Economics (EC) and/or Information Systems \& ComputerTechnology (ISCT) courses out of which:

- Minimum 18 credit hours are at the 300 or 400 level.
- No more than 6 credit hours are at the I00- and 200-level in total.
- At least one course is from the following restricted elective courses that satisfy the experiential learning requirement:

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| EC | 340 | Moral Foundations of Free Enterprise | 4 |
| BA | 394 | Students in Free Enterprise | 3 |
| BA | 420 | Investment and Portfolio Management | 3 |
| BA | 493 | Advanced Management Theory and Practice | 3 |
| BA | 498 | Business Internship | 3 |
| BA | 456 | Seminar in International Business | 3 |

Alternatively, the experiential learning requirement can be met through participation in experiential learning activities approved in advance by the dean or the program director.

A BBA student in the General Business Administration Major can choose BBA supporting electives to concentrate in one or more of several business disciplines, subject to the availability of elective courses in those disciplines, or design an individualized program of study.

## BBA Supporting Electives for the Accounting Concentration

The Accounting concentration provides a framework for careers as public or management accountants. This concentration meets all of the educational requirements of the Commonwealth ofVirginia to take the CPA exam. Educational requirements differ in other jurisdictions. Students desiring certification should consult with their academic advisor.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| BA | 311 | Intermediate Accounting I | 3 |
| BA | 312 | Intermediate Accounting I | 3 |
| BA | 315 | Cost Accounting | 3 |
| BA | 411 | Accounting for Decision Making and Control | 3 |
| BA | 412 | Advanced Accounting | 3 |
| BA | 414 | Income Tax I | 3 |
| BA | 415 | Income Tax II | 3 |
| BA | 418 | Auditing | 3 |
|  |  | Total | 24 |

In addition to the BBA supporting electives, students who choose a concentration in Accounting, also have to take one non-business elective or General Education course that satisfies the BSB Experiential Learning requirement. EC 340 Moral Foundations of Free Enterprise meets the experiential learning requirement and satisfies General Education Domain 5 Moral Reasoning.

## BBA Supporting Electives for the Management Concentration

The Management curriculum develops student awareness of management functions, theory and skills within local and global environments. Students learn to use both quantitative and behavioral methods to achieve organizational goals through effective utilization of human and material resources. Individual courses engage the students in problem solving through case analysis, simulation and experiential methods to foster an appreciation of different management approaches in a variety of systems.

| Course | Title | Credit Hours |  |
| :--- | :--- | :--- | :--- |
| Required | Management Courses (9 credit hours): |  |  |
| BA | 422 | Contemporary Issues in Management | 3 |
| BA | 429 | Leadership and Cultural Change | 3 |
| BA | 493 | Advanced Management Theory and Practice | 3 |

Management Course Electives ( 9 credits with minimum 3 credits to satisfy the experiential learning requirement from choices marked with *):
BA 393 Small Business Management 3

BA $394 \quad$ Students in Free Enterprise (SIFE) Seminar* 3
BA 431 Project Management 3
BA 442 Purchasing and Supply Management 3
BA Logistics and Distribution Management 34
BA 454 Innovation and Design Thinking 3
BA 455 International Business 3
BA $456 \quad$ Seminar in International Business (GEL)* 3
BA 498 Business Internship (with Management placement)* 3

## BBA Supporting Electives for the Marketing Concentration

The Marketing curriculum is aligned with contemporary marketing trends, industrial needs and marketing management skills practiced today. The purpose of a course in this area is to educate the student in terminology and concepts of the highly sophisticated areas of marketing management. The school strives to provide an opportunity for students to participate in actual marketing problems as they are confronted by various types of organizations.
Course Title Credit Hours

Minimum 9 credit hours from the following:

BA 361 Marketing Research and Development 3
BA 362 Marketing Communications 3
BA 363 Consumer Behavior 3
BA $460 \quad$ Marketing and Brand Strategy 3
BA 464 International Marketing 3

## BBA Supporting Electives for the Information Systems and Computer Technology

 ConcentrationThe Information Systems and Computer Technology curriculum develops student awareness of the role of information systems and computer technology within the business enterprise. Students learn how to use information systems technology to achieve organizational goals through effective utilization of computer technology and resources. Individual courses engage the student in both practical and theoretical application of information systems technology to problem solving and systems development.
Course Title
Minimum 9 credit hours of the following:
ISCT 307 Object Oriented Programming 3

ISCT 321 EmergingTechnologies 3
ISCT 354 Business Intelligence, Knowledge Management and
Credit Hours

Decision Systems

ISCT $410 \quad$ Database Systems
3
ISCT 4II Data Communications and Networking 3
ISCT $458 \quad$ Social Media and Multimedia Applications for Business 3

## BBA Supporting Electives for the Finance Concentration

The Finance curriculum prepares students for careers in banking, the financial services industry, and corporate finance. The curriculum includes financial analysis, familiarization with the institutional setting of finance, and development of prudent financial decision-making. All students concentrating in finance are encouraged to participate in the Student Investment Club, which manages a portion of the university's endowment.
Course Title Credit Hours

Minimum 9 credit hours from the following courses, with at least 6 credit hours at the 400-level:
BA 404 Business Finance 3

BA 420 Investment and Portfolio Management 3
BA 426 Financial Institutions 3
BA 473 International Financial Management 3
EC 31I Intermediate Macroeconomics 3
EC 312 Intermediate Microeconomics 3
EC $350 \quad$ Money and Banking 3

## BBA Supporting Electives for the International Business Concentration

The International Business concentration allows the student to develop those managerial skills that will be necessary to function within the global business environment. The curriculum deals specifically with functional business areas as they relate to managing a global or multinational business enterprise.

| Course | Title | Credit Hours |  |
| :--- | :--- | :--- | :--- |
| Minimum | 9 credit hours from the following: |  |  |
| BA | 455 | International Business | 3 |
| BA | 457 | Seminar in International Business | 3 |
| BA | 464 | International Marketing | 3 |
| BA | 473 | International Financial Management | 3 |
| Foreign language courses at the 200-level and higher (up to 6 hours) |  |  |  |

## The Individualized Program of Study (iBBA)

In an individualized program of study in business administration, students do not select a pre-determined concentration, but rather are able to choose a series of courses corresponding to individual interests, goals, and career aspirations. This individualized program may consist of up to 24 semester hours, providing the student the flexibility needed to pursue career and life goals.

The individualized nature of the program provides the student with a faculty mentor. The mentor will be available to advise and counsel the student on an appropriate program of study to meet individual career aspirations within the multi-faceted business environment. With the guidance of a faculty mentor, students will choose electives supporting an individualized BBA program consisting of a minimum of 18 hours of iBBA Supporting Electives that must be taken in the business school at the 300/400 level in Business Administration (BA), Economics (EC) and/or Information Systems \& ComputerTechnology (ISCT). By advance permission of the dean, a BBA student may substitute an alternative coherent program of study that includes no fewer than 12 credit hours at the 300-and 400 -level and no more than 6 credit hours at the 100- and 200-level in total.

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| Fall Semester - Freshman |  |  |  |
| ISCT | 204 | Computer Applications in Business Analysis | 3 |
| MATH | 101 | Precalculus I (Domain 3) | 3 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | BBA Elective ${ }^{1}$ | 3 |
|  |  | Total | 15 |
| Spring Semester - Freshman |  |  |  |
| MCOM | 150 | Principles of Public Speaking (Domain 1) | 3 |
| ENG | 102 | Introduction to Literature (Domain 2) ${ }^{2}$ | 3 |
|  |  | The Nature of Science Gen Ed (Domain 4) | 3-4 |
|  |  | Moral Reasoning Gen Ed (Domain 5) | 3 |
|  |  | BBA Elective ${ }^{\text {1 }}$ | 3 |
|  |  | Total | 15-16 |

## Sophomore - Fall Semester

BA 211 Principles of Accounting I 3
BA $203 \quad$ Statistics and Data Analysis for Business (Domain 3) 3
EC $212 \quad$ Principles of Microeconomics (Domain 6) 3
Psychology or Sociology 3
Non-Business Elective 3
Total 15

Sophomore - Spring Semester
BA 212 Principles of Accounting II
BA 302 Quantitative Methods
EC $211 \quad$ Principles of Macroeconomics (Domain 6)
Non-Business Elective
Non-Business Elective
Total

## Junior - Fall Semester

| BA | 303 | Legal Environment of Business | 3 |
| :---: | :---: | :---: | :---: |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| BA | 360 | Introduction to Marketing | 3 |
|  |  | BBA Elective | 3 |
|  |  | Non-Business Elective | 3 |
|  |  | Total | 15 |
| Junior - Spring Semester |  |  |  |
| BA | 310 | Introduction to MIS and E-Commerce | 3 |
| BA | 330 | Introduction to Finance | 3 |
| BA | 395 | Introduction to Operations and Supply Chain Management | 3 |
| MCOM | 350 | Business and Professional Communication | 3 |
|  |  | Non-Business Elective | 3 |
|  |  | Total | 15 |
| Senior - Fall Semester |  |  |  |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| EC | 450 | International Economics | 3 |
|  |  | BBA Elective | 3 |
|  |  | BBA Elective | 3 |
|  |  | Non-Business Elective | 3 |
|  |  | Total | 15 |
| Senior - Spring Semester |  |  |  |
| BA | 490 | Business Policy and Strategy | 3 |
|  |  | BBA Elective | 3 |
|  |  | BBA Elective | 3 |
|  |  | BBA Elective | 3 |
|  |  | Non-Business Elective | 3 |
|  |  | Total | 15 |

## Explanation of Notes:

'BA 103 and BA 112 are suggested BBA elective courses for freshmen. A student can instead take other (higher level) BBA electives in his/her junior or senior year. Those who are interested in accounting should consult with their advisor prior to their registration for their first semester.

2ENG 102 is suggested in General Education Domain 2. A student can instead take another course in the same domain.
${ }^{3}$ Students interested in pursuing the Accounting concentration must take EC 340 Moral Foundations of Free Enterprise in fulfillment of General Education Domain 5 - Moral Reasoning.

## Requirements for the Entrepreneurship Major in the BBA Degree Program

Entrepreneurship is what powers the economy, and the entrepreneurship major provides students with the knowledge and tools to make ideas real.

The entrepreneurship major offers a wide variety of opportunities for students to develop both fundamental and in-depth knowledge within the disciplines of management, marketing, finance, accounting, business law, information systems and computer technology and organizational behavior to be effective entrepreneurs. Students will participate in comprehensive hands-on simulations and learning opportunities that will promote the development of the knowledge, skills and abilities required to launch or assume leadership roles in entrepreneurial organizations.

An Entrepreneurship major can prepare graduates for any of four types of work:

- Corporate entrepreneurship (also known as intrapreneurship), where graduates work to develop new operations or products for existing corporations;
- Independent entrepreneurship, where graduates start their own for-profit firms;
- Family business where graduates go into the family firm as new or future management; and
- Social entrepreneurship where graduates start new or develop existing not-for-profit or community service oriented firms.


## General Education Requirement (30 hours)

Students must conform to the general education requirements of the university that specify course work over seven domains of knowledge. The following general education courses will be taken by all business students and will fulfill 18 of the required 30 hours of course work. Students should work closely with their mentor to ensure they complete the general education requirements in a timely fashion.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| ENG | 101 | Composition (Domain 1) | 3 |
| MCOM | 150 | Principles of Public Speaking (Domain 1) | 3 |
| MATH | 101 | Pre-calculus (Domain 3) | 3 |
| BA | 203 | Statistics and Data Analysis (Domain 3) | 3 |
| EC | 211 | Principles of Macroeconomics (Domain 6) | 3 |
| EC | 212 | Principles of Microeconomics (Domain 6) | 3 |

## Non-Business Elective Courses (24 hours)

Course Title

A course in either Sociology or Psychology 3
Other 3-credit courses (not BA, EC or ISCT) 21

## Business Core Courses (42 hours)

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| ISCT | 204 | Computer Applications in Business Analysis | 3 |
| BA | 211 | Principles of Accounting I | 3 |
| BA | 212 | Principles of Accounting II | 3 |
| BA | 302 | Quantitative Methods | 3 |
| BA | 303 | Legal Environment of Business | 3 |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| BA | 310 | Introduction to MIS and E-Commerce | 3 |


| BA | 330 | Introduction to Finance | 3 |
| :--- | :--- | :--- | :--- |
| MCOM | 350 | Business and Professional Communication | 3 |
| BA | 360 | Introduction to Marketing | 3 |
| BA | 395 | Introduction to Operations and Supply Chain Management | 3 |
| EC | 450 | International Economics | 3 |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| BA | 490 | Business Policy and Strategy | 3 |
| BBA Supporting Electives for the Entrepreneurship Major (24 hours) |  |  |  |
| Course |  | Title | Credit Hours |
| BA | 112 | The Mind of the Entrepreneur | 3 |
| BA | 393 | Small Business Management and Entrepreneurship | 3 |
| BA | 457 | Entrepreneurship Law | 3 |
| BA | 361 | New Product Planning and Marketing | 3 |
| BA | 404 | Business Finance | 3 |
| BA | 458 | New Venture Creation and Launch | 3 |
| BA | 454 | Innovation and Design Thinking | 3 |
| BA | 498 | Entrepreneurship Practicum | 3 |

## Requirements for the Healthcare Management Major

The BBA Healthcare Management major is a distinctive, interdisciplinary program with a business focus and a strong biological component. In addition to the BBA business core and electives, the curriculum requires courses in biological sciences and other disciplines. The required biology course component of the curriculum is sufficient to earn a minor in biology. Unlike the General Business major, because of its interdisciplinary nature, a Healthcare Management major student's program of study is almost completely pre-specified.

## General Education Requirement (30 hours)

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| ENG | 101 | Composition (Domain I) | 3 |
| MCOM | 150 | Principles of Public Speaking (Domain 1) | 3 |
|  |  | Unspecified (Domain 2) | 3 |
| MATH | 101 | Pre-calculus (Domain 3) | 3 |
| BA | 203 | Statistics and Data Analysis (Domain 3) | 3 |
| BIO | 121 | General Biology I (Domain 4) | 3 |
| PHIL | 130 | Introduction to Medical Ethics (Domain 5) | 3 |
| EC | 211 | Principles of Macroeconomics (Domain 6) | 3 |
| EC | 212 | Principles of Microeconomics (Domain 6) | 3 |
| FYS | 101 | Going Global First-Year Seminar (Domain 7) | 3 |

## Non-Business Elective Courses (24 hours)

Course
BIO 121
BIO 122
BIO 201
BIO 23I
BIO 232
BIO 365
HP 291
MATH 210
SOC |0|

Title
General Biology I Lab
Credit Hours
|
4

3
Medical Terminology ..... 3
Human Anatomy and Physiology I with Lab ..... 4
Human Anatomy and Physiology II with Lab ..... 4
Diseases in History ..... 3
Searching Medical Resources ..... |
Mathematics for the Health Professions ..... |
Introduction to Sociology ..... 3

## Business Core Courses (42 hours)

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| ISCT | 204 | Computer Applications in Business Analysis | 3 |
| BA | 211 | Principles of Accounting I | 3 |
| BA | 212 | Principles of Accounting II | 3 |
| BA | 302 | Quantitative Methods | 3 |
| BA | 303 | Legal Environment of Business | 3 |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| BA | 310 | Introduction to MIS and E-Commerce | 3 |
| BA | 330 | Introduction to Finance | 3 |
| MCOM | 350 | Business and Professional Communication | 3 |
| BA | 360 | Introduction to Marketing | 3 |
| BA | 395 | Introduction to Operations and Supply Chain Management | 3 |
| EC | 450 | International Economics | 3 |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| BA | 490 | Business Policy and Strategy | 3 |

BBA Supporting Electives for the Healthcare Management Major (24 hours)

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| BA | 337 | Introduction to Healthcare Management | 3 |
| BA | 470 | Current Issues in Healthcare Management | 3 |
| BA | 471 | Health Care Law | 3 |
| BA | 498 | Business Internship (two completions) | 6 |
| EC | 471 | Healthcare Economics | 3 |
| ISCT | 471 | Healthcare Information Systems | 3 |
| SOC | 332 | Medical Sociology | 3 |

## Suggested Course Schedule for the Healthcare Management Major <br> Course Title Credit Hours

Fall Semester - Freshman
ENG IO1 Composition (Domain I) 3
MATH IOI Precalculus I (Domain 3) 3
BIO I21 General Biology I (Domain 4) 4
EC 211 Principles of Macroeconomics (Domain 6) 3
FYS IOI Going Global First-Year Seminar (Domain 7) 3
Total 16

Spring Semester - Freshman
ISCT 204 Computer Applications in Business 3
BIO 122 General Biology II 4
EC $212 \quad$ Principles of Microeconomics (Domain 6) 3
SOC IOI Introduction to Sociology 3
Artisitc Expression Gen Ed (Domain 2) 3
Total 16

Sophomore - Fall Semester
PHIL $\quad 130 \quad$ Introduction to Medical Ethics (Domain 5) 3
BA $203 \quad$ Statistics and Data Analysis for Business (Domain 3) 3
BA 211 Principles of Accounting I 3
BIO 201 Medical Terminology 3
BIO 23I Human Anatomy and Physiology I 4
Total 16

| Sophomore - Spring Semester |  |  |  |
| :---: | :---: | :---: | :---: |
| MCOM | 150 | Principles of Public Speaking (Domain I) | 3 |
| MATH | 210 | Mathematics for Health Professionals | 1 |
| BA | 212 | Principles of Accounting II | 3 |
| BA | 302 | Quantitative Methods | 3 |
| BIO | 232 | Human Anatomy and Physiology II | 4 |
|  |  | Total | 14 |
| Junior - Fall Semester |  |  |  |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| BA | 330 | Introduction to Finance | 3 |
| BA | 360 | Introduction to Marketing | 3 |
| BA | 395 | Introduction to Operations and Supply Chain Management | 3 |
| HP | 291 | Searching Medical Resources | 1 |
|  |  | Total | 15 |
| Junior - Spring Semester |  |  |  |
| BA | 303 | Legal Environment of Business | 3 |
| BA | 310 | Introduction to MIS and E-Commerce | 3 |
| BIO | 365 | Diseases in History | 3 |
| MCOM | 350 | Business and Professional Communication | 3 |
| SOC | 332 | Medical Sociology | 3 |
|  |  | Total | 15 |
| Senior - Fall Semester |  |  |  |
| BA | 337 | Introduction to Healthcare Management | 3 |
| BA | 498 | Business Internship | 3 |
| EC | 450 | International Economics | 3 |
| EC | 471 | Healthcare Economics | 3 |
| ISCT | 471 | Healthcare Information Systems | 3 |
|  |  | Total | 15 |
| Senior - Spring Semester |  |  |  |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| BA | 470 | Current Issues in Healthcare Management | 3 |
| BA | 471 | Healthcare Law | 3 |
| BA | 490 | Business Policy and Strategy | 3 |
| BA | 498 | Business Internship | 3 |
|  |  | Total | 15 |

## Schedule of Course Offerings

Students are advised to remember that not all courses are offered on a yearly basis, nor are all courses offered every semester. Core business courses are offered on a yearly basis, but not necessarily in each semester. Business elective courses generally follow a two-year cycle. Students should work closely with their mentors to ensure they are enrolled in the proper courses in the proper sequencing so that they can proceed without difficulty in completing their BBA degree program. The student is ultimately responsible for fulfilling all the requirements - both school and university - of the degree program.

## BSB Junior Level Standing

A BBA student has BSB junior-level standing upon meeting all of the following requirements:
I. Complete a minimum of 54 credits with a minimum overall GPA of 2.00
2. Complete the following six courses with a minimum GPA of 2.00:

| BA | 203 | Statistics and Data Analysis for Business |
| :--- | :--- | :--- |
| BA | 211 | Principles of Accounting I |
| BA | 212 | Principles of Accounting II |
| EC | 211 | Principles of Macroeconomics |
| EC | 212 | Principles of Microeconomics |
| ISCT | 204 | Computer Applications in Business Analysis |

## BSB Senior Level Standing

A BBA student has BSB senior-level standing upon meeting all of the following requirements:

1. Complete a minimum of 84 credits with a minimum overall GPA of 2.00
2. Complete the six courses identified for $\operatorname{BSB}$ junior-level standing
3. Complete the following six courses with a minimum GPA of 2.00

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| BA | 302 | Quantitative Methods |  |
| BA | 303 | Legal Environment of Business |  |
| BA | 307 | Introduction to Management and Organizational Behavior |  |
| BA | 310 | Introduction to MIS and E-Commerce |  |
| BA | 330 | Introduction to Finance |  |
| BA | 360 | Introduction to Marketing |  |

## Minor in Business Administration 18 hours

The minor in Business Administration consists of a sequence of six required courses designed to provide the foundation courses for the degree-seeking student desiring a business supplement to a non-business degree program. In addition to providing a general knowledge of business practices and terminology, this program prepares a student to take additional business courses either at the undergraduate or graduate level. Faculty members from the Harry F. Byrd, Jr. School of Business are available to advise students about career opportunities and further study beyond the requirements for the minor in Business Administration.

All courses are three credit-hour courses.

| Course |  | Title |
| :--- | :--- | :--- |$\quad$ Credit Hours

## Minor in Economics <br> 18 hours

The Economics Minor enables students to conduct a systematic study of economics as part of their undergraduate education and/or prepare themselves for graduate studies in economics. If students are interested in graduate studies in economics, it is strongly recommended that they take additional coursework in Calculus and Statistics.

All courses are three credit-hour courses.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| EC | 211 | Principles of Macroeconomics |  |
| EC | 212 | Principles of Microeconomics |  |
| EC | 311 | Intermediate Macroeconomics |  |
| EC | 312 | Intermediate Microeconomics |  |
| EC | 450 | International Economics |  |
| EC |  | One other 300- or 400-level three-credit course in Economics |  |

## Minor in Entrepreneurship 18 hours

The Minor in Entrepreneurship enables students across the curriculum to prepare themselves to be founders, owners and managers of new, small and family-based businesses. The program of study explores the mind of the entrepreneur as well as develops the knowledge and skills needed to have a reasonable prospect of success as an entrepreneur. Completion of the program requires experience-based learning through an internship.

All courses are three credit-hour courses.

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :--- |
| BA | 112 | Mind of the Entrepreneur |  |
| BA | 303 | Legal Environment of Business |  |
| BA | 325 | Accounting and Finance for Entreprenuers |  |
|  | or |  |  |
| BA | 330 | Introduction to Finance |  |
| BA | 360 | Introduction to Marketing |  |
| BA | 393 | Small Business Management and Entrepreneurship |  |
| BA | 498 | Business Internship |  |

## Internships

The internship program provides a hands-on bridge for students to enter into the business world as they work simultaneously to complete their academic work. The program works to augment and expand available internship options for undergraduate and graduate business students. International and domestic internships are available to students attending the business school.

## The Global Experiential Learning (GEL) Program

The GEL program provides students with the opportunity to study and travel abroad in faculty-guided, credit-bearing educational experiences. GEL destinations change each year, but previously included Russia, China, Spain, Ireland, Thailand, England, France, Argentina and Chile.

## Society for Human Resource Management (SHRM)

The Society for Human Resource Management's student program was created to promote mutually beneficial interaction between Human Resource Management (HRM) students and practitioners. Membership offers students the opportunity to supplement their classroom education with real-world knowledge and hands-on experience. The SHRM chapter in the Harry F. Byrd, Jr. School of Business has regular meetings with scheduled programs designed to help members learn more about current developments in the business world and how they will impact future workers. Additional activities allow students to learn more about HRM while building relationships with local professionals and other students.

## Student Advisory Board

The business school's Student Advisory Board offers the dean advice on one basic topic: how to build a higher quality business school. Regular meetings take place during the fall and spring semesters with approximately 20 students participating in these discussions. The board promotes the mission of the school and serves as an important liaison between the student body and the office of the dean.

## Student Investment Fund

Several years ago, a businessman provided initial funding to establish a Student Investment Fund in the Harry F. Byrd, Jr. School of Business. The objective of the fund was to provide students with hands-on experiences managing an investment portfolio that would yield a rate of return greater than that achieved by a broadly diversified portfolio of common stocks. The current market value of the fund is more than $\$ 250,000$. Through this experiential learning opportunity, students meet throughout the academic year to learn about advancing career opportunities and employment options in the investment field.

## Beta Gamma Sigma

Beta Gamma Sigma is the honor society serving business programs accredited by AACSB International - The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. The mission of Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to honor personal and professional excellence, to advance the values of society and to serve its lifelong members.

## Students in Free Enterprise (SIFE)

Students in Free Enterprise is an integral part of the Harry F. Byrd, Jr. School of Business. The annual SIFE teams learn, teach and practice free enterprise in order to better themselves, their communities and the world. SIFE's mission is to build teams of students that teach others a better understanding of how the free enterprise system works. SIFE'S purpose is accomplished through outreach projects, providing the students an opportunity to teach others what they have learned. By accepting the responsibility of teaching others about free enterprise, SIFE students gain a deeper knowledge of how the free enterprise system works. Each year SIFE teams have the opportunity to share their successes with other teams from across the country in regional and national competitions.

## Byrd Distinguished Lecture Series

The Byrd Distinguished Lecture Series was established in 1983 to provide a forum for the presentation, consideration and discussion of critical issues on the local, regional, national and international scene. This series provides students in the Harry F. Byrd, Jr. School of Business the opportunity to hear and question some of the most interesting business, social, educational and governmental leaders of the day.

## Institute for Entrepreneurship Distinguished Speaker Series

The Institute for Entrepreneurship in the Byrd School sponsors the Distinguished Speaker Series. Successful entrepreneurs are brought to campus to share their experiences, lessons learned and expertise with students, faculty and the business community. Innovative business leaders provide enriching conversations for the student body during both the fall and spring semesters of the academic year.

## Executive-in-Residence and Senior Executive Counselor Programs

The mission of these programs is to enhance the academic excellence of the Byrd School of Business through the practical experience of veteran business executives. Executives provide mentoring and counseling services for students, deliver classroom lectures and provide students with job-search advice as well as career and job-performance counseling.

# SHENANDOAH CONSERVATORY 

Michael J. Stepniak, Dean<br>Aimé Sposato, Associate Dean for Undergraduate Studies Ruebush Hall, Room 108, (540) 665-4600

## Mission Statement

Shenandoah Conservatory unites aspiring artists and scholars with distinguished and caring faculty in a community that prepares individuals for meaningful, satisfying careers in the arts.

## Conservatory Entrance Requirements

Conservatory applicants must satisfactorily complete an audition, interview, music theory diagnostic skills testing and portfolio review as outlined in the admissions requirements. For specific requirements visit www.su.edu/admission. See "Conservatory Admissions Requirements" in the Admissions Entrance Requirements section of this catalog.

## Requirements for Certificates and Degrees

Candidates for certificates and baccalaureate degrees must complete the requirements for their majors, concentrations and emphases in addition to successfully meeting all universitywide requirements. Detailed information regarding study at Shenandoah Conservatory may be found online at www.su.edu/conservatory.

## Ensemble Requirements and Procedures General Ensemble Participation Music

Ensemble participation requirements for undergraduate students are stated in terms of duration and credit and further specified as large or small ensemble requirements. Specific requirements are published with each curriculum description in the current catalog.

Ensemble participation is required every semester of full-time enrollment up to a maximum of eight semesters. Students are placed in ensembles by audition. Music students must fulfill requirements by performing in ensembles in their major applied music area.

When a student completes a degree in less than eight semesters and has been enrolled in an ensemble for every semester of full-time enrollment, the student is exempt from the eighth semester of ensemble participation, but must still fulfill the total number of ensemble credits required in the degree.

When a student is enrolled in a degree program for more than eight semesters, and all ensemble duration and credit requirements have been met, no further ensemble participation is required. Every student who participates in an ensemble must be enrolled through the university.

Students placed in an additional ensemble, beyond two, must be approved by the division chair and the associate dean for undergraduate studies. This policy ensures that involvement in more than two ensembles does not jeopardize the student's academic work, the quality of preparation and performance in the ensemble and their capacity to contribute at an expected high level within the performing ensembles. Students who wish to participate in additional ensembles may register in one of two ways:

- as a regular credited student
- without credit through the Shenandoah Conservatory Arts Academy

Any ensemble registration placing the student in excess of 18.5 credits, the maximum number of full-time credits, will be at the full expense of the student. Any deviations or exceptions to the above must be approved and documented by the associate dean for undergraduate studies.

## Choral Ensembles

Voice students are auditioned by the choral ensemble directors for ensemble placement. Students are assigned to a single large choral ensemble; however, Conservatory award recipients may be required to register for the maximum of four credits of ensemble per semester, and these responsibilities are considered when students are placed. Choral ensembles are open, by audition, to students from all curricula and all schools.

## Instrumental Ensembles

Instrumental students are auditioned by ensemble directors for large and small ensemble placement. Conservatory award recipients may be required to register for the maximum of four credits of ensemble per semester, and these responsibilities are considered when students are placed. Instrumental ensembles are open, by audition, to students from all curricula and all schools.

## Accompanying Ensemble

All students in the piano and organ performance curricula, solo and collaborative, must register for MUEN 323 Accompanying Ensemble each semester of full-time enrollment. This course fulfills the large ensemble requirement in these curricula. The director will assign each student a variety of accompanying responsibilities in vocal and instrumental studios or with choral or instrumental ensembles. Participation in the Accompanying Ensemble is normally limited to the majors listed above. Students in other curricula are considered on an individual basis.

## Dance

Dance majors are placed in ensembles as auditioned by the dance faculty. Participation is normally limited to dance majors. Students in other curricula are considered on an individual basis by audition.

## Theatre

Specific requirements for theatre productions and performances are published in the Theatre Division Handbook.

## Applied Music Study Description

All students enrolled in Music and Musical Theatre curricula are required to complete both an applied music major and an applied music minor. Students must be continuously enrolled in applied music until curricular requirements are fulfilled. For specific duration of study and credit requirements, see the requirements for each degree program within this catalog.

## Overall Content

The content of each applied music area is outlined for each semester of study. Minimum requirements in technique, sightreading, memorization, repertoire, performance, etc. are provided by each division of the Conservatory, and may be obtained from the individual instructor or division chair.

## Studio Assignment

Students are assigned to studios by the chair of the division that offers the applied major. Students' requests are honored when space and balance in studios permits.

Development in applied music is best supported by stability of instruction. Studio changes occur only at the end of the academic year. Information about appropriate studio change procedures is available in the division handbooks and in the Conservatory Office.

## Evaluation

At the end of each semester, the student performs a jury for evaluation by a panel of applied music faculty.

If a student fails to perform the jury, the instructor must report a grade of " $F$ " for the semester's study. Incomplete grades will only be considered upon submission of the appropriate medical documentation; the missed jury must be completed during the drop/add period of the next semester.

## Screening Juries

The screening jury, conducted at the end of the fourth semester of applied major study (or for composition students the end of the second semester), examines the student's progress in applied music and leads to decisions regarding the student's future applied study.

The screening jury determines if the student has made sufficient progress in the applied area to warrant the recommendation to proceed with the curricular applied major. A minimum average grade for the jury is "C." If the jurors do not recommend proceeding and the average grade for the jury is less than "C," the student may repeat the work of the fourth semester of applied study or successfully audition for and enter a new applied area.

Permission to enter performance certificate study is granted at the screening jury. Musical Theatre majors are required to complete a screening jury only if they wish to be considered for performance certificate study.

## Recital Requirements

All half and full recitals must be presented for credit and included in the student's course load for the semester in which the recital is given. Students presenting a half or full recital must be concurrently registered for applied study in the area involved. Pre-recital hearings are required of all keyboard majors, and may be required of other students at the applied music instructor's discretion.

After four semesters of applied music study and 200-level study is completed, the student may present a half recital, which consists of 25 minutes of music. A full recital consists of 50 minutes of music. For detailed requirements, refer to the division handbook.

## Performance Certificates

A Music or Musical Theatre student whose major curriculum requires 16 or fewer credits for the applied major may earn a Performance Certificate in recognition of achievement beyond curricular minimums.

The performance certificate is awarded when the student completes the repertoire requirements for the Bachelor of Music in Performance curriculum and performs a full recital.The additional repertoire and the recital must be completed while the student is enrolled in a baccalaureate-level degree program. The grade point average for the final four semesters of applied study (AP** 302 through AP**402), plus the full recital, must be at least a 3.5.

Permission to enter performance certificate study is given as part of the screening jury process. Information on timing, content, and required level of achievement for these juries is available from the individual applied music instructor, division chair, or from the division handbook.

## Transfer Students

## Application of Transfer Credit in Applied Music

Transfer students are initially placed in the lowest number used in that curriculum. At the first jury, the faculty jurors place the student at an appropriate level based on the amount of credit transferred in and the level of performance ability. Occasionally, the placement decision is deferred to the second jury.

## Applied Conducting Policies

Applied conducting is available only after MUCO 36I Beginning Choral and Instrumental Conducting and MUCO 363 Choral Conducting or MUCO 364 Instrumental Conducting have been completed successfully.

All applied conducting study is at the elective level and approved based on faculty availability. Students enrolled in elective study do not have access to Conservatory ensembles as laboratory conducting settings.

Conducting study will not fulfill requirements for an applied minor.
Applied choral conducting instruction is registered through the chair of the Vocal/Choral Division.

Applied instrumental conducting instruction is registered through the chair of the Instrumental Division.

## Participation in Commencement - Shenandoah Conservatory Procedures

The university policy on student participation in commencement ceremonies, colloquially termed "walking," appears in the Academic Policies section of this catalog.

## Specific implementation for Conservatory students:

Permission to walk must be requested in writing and submitted to the associate dean for undergraduate studies. Official Permission to Walk forms are available in the Conservatory Office. See "Student Participation in Commencement Ceremony" in the Academic Policies section of this catalog.

## Curriculum Requirements

The following curriculum requirements are stated in terms of minimum requirements for graduation. Additional courses may be elected in any semester in accordance with regulations concerning student load. Course substitutions are possible only when approved in advance by the associate dean for undergraduate studies and the vice president for academic affairs.

## Advanced Placement Credit Policy

The Conservatory accepts advanced placement credits for music courses according to the following guidelines:

Music Theory:
A score of 4 or 5 enables the student to take the final examination for MUTC I0। Introduction to Music Theory or MUTC I2I Music Theory for Musical Theatre I. If a minimum score of 90 percent is achieved, transfer credit for MUTC I0I/I2I will be awarded and the student may advance to MUTC 102 Diatonic Harmony and Simple Forms or MUTC 122 Music Theory for Musical Theatre II.

## Sequence of Courses

As students must complete all required courses for graduation, they should carefully follow the advice of their advisor and should consult the program tracking sheet, which is made available to them upon matriculation (copies are available from the advisor or the Conservatory Office). All courses are not offered every year and it is the student's responsibility to ensure that all degree requirements are being met in a manner that allows for an on-time graduation. Failure to follow the prescribed sequence of courses or the advice of the advisor may result in a delayed graduation until all degree requirements are met.

Upon completion of MUTC IOI Introduction to Music Theory, students enrolled in all music curricula must remain continuously registered each fall and spring semester until the music theory sequence of MUTC $101,102,201$ and 202 is completed.

## General Education

Conservatory students must consult with their advisors and the undergraduate catalog when selecting courses to fulfill the university-wide general education curriculum. Transfer students are exempt from FYS IOI Going Global: First-Year Seminar, but must still complete the General Education requirements with an approved three-credit course from Domain 7.

## Course Overloads

Students who wish to register for more than 18.5 credits per semester must secure permission from the associate dean for undergraduate studies. Students enrolled in their first semester of study may not register for an overload. Thereafter, permission is granted only when the student earned a grade point average of 3.0 or higher the previous semester.

## Bachelor of Arts in Dance

Erica Helm, Associate Professor of Dance
Shingleton Hall, Room 26, (540) 665-4647, ehelm@su.edu
The Bachelor of Arts in Dance degree is designed for students who are interested in a broad general education while continuing to pursue their dance studies. It is suitable for students preparing for careers in dance history, therapy, kinesiology and library science. An audition is required for entrance into the program.

## Program Objectives

Students completing the Bachelor of Arts in Dance will be able to:

- demonstrate dance technique in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of at least one foreign language;
- demonstrate knowledge of philosophical, historical, artistic and scientific foundations for dance;
- demonstrate the ability to improvise and compose dance;
- employ technology for the presentation of dance; and
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Arts in Dance Degree

Dance majors must enroll in both ballet and modern dance technique during their first two semesters in residence at Shenandoah University.

```
Ist year - Fall
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DA III Modern Dance I* 2
DA 121 Ballet I* 2
DA |3| Jazz I* 2
DA |4| Dance Improvisation 2
DA 35I Dance Production I I
PRF IO1 Performance Forum . 5
ENG IO1 Composition (Domain 1) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15.5
Ist year - Spring
DA $\quad 112$ Modern Dance II* 2
DA 122 Ballet II* 2
DA 241 Dance Composition I* 2
DA 352 Dance Production II |
DA Dance Technique Elective(s)* 2
PRF IOI Performance Forum . 5
The Individual in Society Elective (Domain 6) 3

# Open Elective(s) (not to include performance or skill-based instruction) 3 <br> Total 

2nd year - Fall
DA 242 Dance Composition II* 2

DA Dance Technique Elective(s)* 2
PRF 201 Health Issues for Artists . 5
Foreign Language Elective (Domain 7) 3
Quantitative Literacy Elective (Domain 3) 3
Open Elective(s) (not to include performance or skill-based instruction) 6
Total

2nd year - Spring
DA 386 Dance Ensemble 2
DA Dance Technique Elective(s)* 2
PRF IOI Performance Forum . 5
Foreign Language Elective (Domain 7) 3
The Nature of Science Elective (Domain 4) 3
Moral Reasoning Elective (Domain 5) 3
Open Elective(s) (not to include performance or skill-based instruction) 3
Total 16.5

3rd year - Fall
DA 381 Dance and Music ${ }^{(\text {ALT })} 2$
DA 386 Dance Ensemble 2
DA Dance Technique Elective(s)* 2
PRF IOI Performance Forum 0.5
TH Theatre History Elective+ 3
Open Elective(s) (not to include performance or skill-based instruction) 6
Total 15.5

3rd year - Spring
DA 371 Dance Science: Kinesiology ${ }^{\text {(ALT) }} 3$
DA Dance Elective(s) 3
PRF IOI Performance Forum . 5
MCOM $150 \quad$ Principles of Public Speaking (Domain I) 3
Open Elective(s) (not to include performance or skill-based instruction) 6
Total 15.5

4th year - Fall
DA 47I History and Philosophy of Dance |(ALT) (Domain 7) 3
DA 498 Culminating Project I
DA Dance Technique Elective(s)* 2
DAPE 135 Tap I |
Open Elective(s) (not to include performance or skill-based instruction) 6
Total 13

| 4th year - Spring |  |  |  |
| :--- | :--- | :--- | ---: |
| DA | 444 | Senior Concert and Seminar II | । |
| DA | 472 | History and Philosophy of Dance II(ALT) | 3 |
| DA | 498 | Culminating Project | I |
| MULT | 275 | Survey of Western Music (ALT) (Domain 2 or 7) | 3 |
|  |  | Open Elective(s) (not to include performance or skill-based instruction) | 6 |
|  |  | Total | 14 |
|  |  | Degree Total | 122 |

*Minimum grade of "C" required.
(ALT) Offered on alternating schedule; consult with advisor.
+Theatre History Elective - Select one: TH 35 I (History ofTheatre I), TH 352 (History ofTheatre II), orTH 355 (American Musical Theatre I).

Bachelor of Arts in Dance majors are encouraged to participate in all main-stage productions of the Dance Division as either cast or crew.

## Bachelor of Fine Arts in Acting

Carolyn Coulson-Grigsby, Assistant Professor of Theatre
Ruebush Hall, Room I27-G, (540) 665-49I7, ccoulson2@su.edu
The Bachelor of Fine Arts in Acting curriculum is designed for the talented actor who wishes to prepare for a professional career in theatre. The curriculum provides a balance of theatre studies with opportunities for practical experience as well as a strong base of liberal arts studies which will enable students to think critically, perform creatively and communicate effectively both as theatre professionals and as members of a diverse society.

## Program Objectives

Students completing the Bachelor of Fine Arts in Acting will be able to:

- demonstrate a variety of acting and improvisation techniques;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of theatre history and musical theatre history;
- explore other artistic disciplines within the field of theatre;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Requirements for the Bachelor of Fine Arts in Acting Degree

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Ist year - Fall
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DAPE Dance Technique Elective ।
TH 101 Basic Acting* (Domain I) 3
TH $\quad 111$ Stage Lighting 3
TH 149 Foundations of General American Speech 3
ENG 101 Composition (Domain I) 3
FYS I0| Going Global: First-Year Seminar (Domain 7) 3
$\begin{array}{ll}\text { Total } & 16\end{array}$
Ist year - Spring
DAPE
TH 102 ActingTechniques* 3
TH 112 Stage Craft 3
Quantitative Literacy Elective (Domain 3) 3
The Individual in Society Elective (Domain 6) 3
Open Elective(s) 3
Total 16
2nd year - Fall
DAPE
TH 108 Improvisation ।
Dance Technique Elective |
TH |3| Stage Costuming 3
TH 141 Theatrical Stage Make-up 3
TH 201 Scene Study I 3
TH 25I Voice and Speech for the Actor 2
TH 340 Movement for Actors 2
Total 15

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| TH | 202 | Scene Study II* | 3 |
| TH | 208 | Script Analysis (Domain 2) | 3 |
| TH | 252 | Accents/Dialects | 2 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 15 |
| 3rd year - Fall |  |  |  |
| TH | 207 | Stage Management I | 3 |
| TH | 301 | Period Acting Styles I | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | 1 |
|  |  | Open Elective(s) | 6 |
|  |  | Total | 13 |
| 3rd year - Spring |  |  |  |
| TH | 302 | Period Acting Styles II | 3 |
| TH | 307 | Directing | 3 |
| TH | 309 | Preparation for the Theatre Profession | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | \| |
|  |  | English,Theatre or Art Elective(s) | 3 |
|  |  | Total | 13 |
| 4th year - Fall |  |  |  |
| TH | 351 | History ofTheatre I (Domain 2 or 7) | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | 1 |
| TH |  | Theatre Performance Elective | 3 |
|  |  | English, Theatre or Art Elective(s) | 3 |
|  |  | Open Elective(s) | 6 |
|  |  | Total | 16 |
| 4th year - Spring |  |  |  |
| TH | 352 | History of Theatre II (Domain 2 or 7) | 3 |
| TH | 355 | American Musical Theatre I | 3 |
|  | or |  |  |
| TH | 356 | American Musical Theatre II |  |
| TH | 399 | Theatre Production\# (Domain 2) | 1 |
| TH | 451 | Senior Repertoire and Industry Showcase | 2 |
| TH |  | Theatre Performance Elective | 3 |
|  |  | Open Elective(s) | 4 |
|  |  | Total | 16 |
|  |  | Degree Total | 120 |

*Minimum grade of "C" required.
\#Students in the Bachelor of Fine Arts in Acting curriculum are required to audition for all non-musical productions and may audition for musical productions, and must accept the role(s) in which they are cast. Minimum of four successful completions.

Note:TH I I I, I I 2, 131, 14 I, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Bachelor of Fine Arts in Costume Design

Cheryl Yancey, Associate Professor of Theatre
Ruebush Hall, Room I27-B, (540) 545-7247, cyancey@su.edu
The Bachelor of Fine Arts in Costume Design curriculum is designed for the talented designer who wishes to prepare for a professional career in theatre. The program provides a balance of theatre studies and practical experience as well as a strong base of liberal arts studies which will enable students to think critically, perform creatively and communicate effectively both as theatre professionals and as members of a diverse society.

## Program Objectives

Students completing the Bachelor of Fine Arts in Costume Design will be able to:

- demonstrate a variety of techniques in the creation of original artistic designs for the performing arts;
- employ technology in the creation of original designs for the performing arts;
- demonstrate knowledge of theatre history and costume history;
- design for a variety of repertoire;
- explore other disciplines within the field of theatre;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.

Course and Credit Requirements for the Bachelor of Fine Arts in Costume Design Degree Ist year - Fall
DAPE Dance Technique Elective I
TH IOI Basic Acting (Domain I) 3
TH I31 Stage Costuming* 3
TH |4| Theatrical Stage Make-up* 3
TH $213 \quad$ Theatre Drawing 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 16

Ist year - Spring
TH II2 Stage Craft 3
ENG IOI Composition (Domain I) 3
The Individual in Society Elective (Domain 6) 3
Open Elective(s) 6
Total 15

2nd year - Fall
TH III Stage Lighting 3
TH 231 Costume Design I*(ALT) 3
TH 390 Technical Theatre Practicum I
TH 399 Theatre Production\# (Domain 2) I
The Nature of Science Elective (Domain 4) 3
Open Elective(s) 3
Total 14
2nd year - Spring
TH $208 \quad$ Script Analysis (Domain 2) 3
TH 24I Advanced Stage Make-up(ALT) 3
TH 390 Technical Theatre Practicum |
TH 399 Theatre Production (Domain 2) I
Quantitative Literacy Elective (Domain 3) 3
Open Elective(s) 3
Total 14
3rd year - Fall
TH 132 Costume Construction*(ALT) 2
TH Directing 307
TH 353 History of Fashion I(ALT) 3
TH 390 Technical Theatre Practicum I
TH 399 Theatre Production\# (Domain 2) I
English, Theatre or Art Elective(s) 3
Open Elective(s) 3
Total 16
3rd year - Spring
TH $133 \quad$ Pattern Drafting ${ }^{(\text {ALT })} 2$
TH $354 \quad$ History of Fashion II(ALT) 3
TH 498 Technical Theatre Thesis 3
TH Theatre Elective+ 3
Moral Reasoning Elective (Domain 5) 3
Open Elective(s) 3
Total 17
4th year - Fall
TH 225 Costume Rendering ${ }^{(A L T)} 3$
TH 35I History of Theatre I (Domain 2 or 7) 3
TH 498 Technical Theatre Thesis 3
English,Theatre or Art Elective(s) 3
Open Elective(s) 2
Total 14
4th year - Spring
TH $215 \quad$ Scenic Design(ALT) 3
TH 232 Costume Design II(ALT) 3
TH $352 \quad$ History of Theatre II (Domain 2 or 7) 3
TH 390 Technical Theatre Practicum ।
TH 399 Theatre Production\# (Domain 2) |
English,Theatre or Art Elective(s) 3
Total 14
Degree Total 120
*Minimum grade of " C " required.
+Theatre Elective, select one: TH 207 (Stage Management I), TH 211 (Lighting Design), TH 221 (Stage Properties), orTH 413 (Scenic Art).
\#Students in the Bachelor of Fine Arts in Costume Design curriculum must participate in productions as assigned. Minimum of four successful completions.

## (ALT) Offered on alternating schedule; consult with advisor.

Note:TH I I I, I I 2, 131, 141, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Bachelor of Fine Arts in Dance

Erica Helm, Associate Professor of Dance
Shingleton Hall, Room 26, (540) 665-4647, ehelm@su.edu
The Bachelor of Fine Arts in Dance curriculum is designed to prepare both the student seeking a career in dance as a performing artist as well as the student seeking a career as a teacher/choreographer in a private studio setting.

## Program Objectives

Students completing the Bachelor of Fine Arts in Dance will be able to:

- demonstrate dance technique in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate the ability to improvise and compose dance in both solo and group forms;
- demonstrate knowledge of methods and materials for teaching and presenting dance;
- demonstrate knowledge of philosophical, historical, artistic, and scientific foundations for dance;
- employ technology for the presentation of dance;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Fine Arts in Dance Degree

 Ist year - FallDA |4| Dance Improvisation 2
DA 35I Dance Production I I
DA Modern Dance Technique* 2
DA BalletTechnique* 2
DA JazzTechnique* 2
PRF IOI Performance Forum . 5
ENG IO1 Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15.5

Ist year - Spring
DA 24I Dance Composition I* 2
DA 352 Dance Production II I
DA Modern Dance Technique* 2
DA Ballet Technique* 2
DA JazzTechnique* 2
PRF IOI Performance Forum . 5
TH I31 Stage Costuming 3
Quantitative Literacy Elective (Domain 3) 3
Total 15.5

2nd year - Fall
DA 242 Dance Composition II* 2

DA 381 Dance and Music ${ }^{(\text {ALT })} 2$
DA 386 Dance Ensemble 2
DA Modern Dance Technique* 2
DA Ballet Technique* 2
DA Dance Technique Elective(s)* 2
PRF 201 Health Issues for Artists . 5
TH III Stage Lighting 3
The Nature of Science Elective (Domain 4) 3
Total 18.5

2nd year - Spring
DA 152 Contemporary Partnering* I
DA 371 Dance Science: Kinesiology ${ }^{\text {(ALT) }} 3$
DA 386 Dance Ensemble 2
DA Modern Dance Technique* 2
DA BalletTechnique* 2
DAPE 152 Contact Improvisation* ।
MULT 275 Survey of Western Music ${ }^{\text {(ALT) }}$ (Domain 2 or 7) 3
PRF IOI Performance Forum . 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended: MCOM I 50 Principles of Public Speaking) Total

3rd year - Fall
DA
or $\quad \begin{aligned} & \text { Movement and Dance for Children }\end{aligned}$

| DA | 262 | Techniques ofTeaching Dance |
| :--- | :--- | :--- |
| DA | 341 | Dance Composition III* |

DA 386 Dance Ensemble 2
DA 47I History and Philosophy of Dance |(ALT) (Domain 7) 3
DA Modern Dance Technique* 2
DA Ballet Technique* 2
DA Dance Technique Elective(s)* 2
PRF IOI Performance Forum . 5
Total with DA 262 I5.5
Total with DA $260 \quad 16.5$

3rd year - Spring
DA 342 Dance Composition IV* 2
DA Dance Ensemble 2
DA 472 History and Philosophy of Dance II(ALT) 3
DA Modern Dance Technique* 2
DA Ballet Technique* 2
DA Dance Technique Elective(s)* 2
PRF IOI Performance Forum . 5
Moral Reasoning Elective (Domain 5) 3
Total 16.5

| 4th year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| DA | 311 | Modern Dance ${ }^{*}$ * | 2 |
| DA | 386 | Dance Ensemble | 2 |
| DA | 443 | Senior Seminar 1* | 1 |
| DA |  | Ballet Technique* (DA 221 or higher) | 2 |
| DA |  | Dance Technique Elective(s)* | 2 |
| ART | 200 | Art Appreciation (Domain 2) | 3 |
|  |  | Total | 12 |
| 4th year - Spring |  |  |  |
| DA | 312 | Modern Dance VI* | 2 |
| DA | 386 | Dance Ensemble | 2 |
| DA | 444 | Senior Concert and Seminar II | 1 |
| DA |  | Ballet Technique* (DA 222 or higher) | 2 |
| DA |  | Dance Technique Elective(s)* | 2 |
|  |  | The Individual in Society Elective (Domain 6) | 3 |
|  |  | Total | 12 |
|  |  | Degree Total | 123 |
|  |  | Degree Total with DA 260 | 124 |

*Minimum grade of " C " required.
(ALT) Offered on alternating schedule; consult with advisor.
Majors must take ballet, modern dance, and one additional technique elective each semester. Students are placed at the appropriate technical level in each discipline, and evaluated each semester for advancement to the next level.
Majors must be dancing at the advanced technical level in modern (DA $31 I / D A 3 I 2$ ) and at least the intermediate technical level in ballet (DA 22 I/DA 222) during both semesters of the senior year.
All 100 -level technique classes are repeatable to four credits.
All 200-level technique classes are repeatable to six credits.
All 300-level technique classes are repeatable to eight credits.
Participation in DA 386 Dance Ensemble or one of the Dance production courses (DA 35I, DA 352, DA 353, DA 354) is required every semester of enrollment after the freshman year. BFA Dance Majors are required to participate in all main stage productions of the Dance Division as either cast or crew.

## Bachelor of Fine Arts in Musical Theatre

Jonathan Flom, Associate Professor of Theatre

Ruebush Hall, Room I 20, (540) 665-4605, jflom@su.edu
The Bachelor of Fine Arts in Musical Theatre curriculum is designed for the talented performer who wishes to prepare for a professional career in musical theatre. The curriculum provides a balance of theatre, music and dance study with practical applications.

## Program Objectives

Students completing the Bachelor of Fine Arts in Musical Theatre will be able to:

- demonstrate a variety of acting/improvisational techniques;
- demonstrate musicianship in solo and ensemble performance;
- demonstrate dance technique in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of theatre history, music theory and musical theatre history;
- explore other disciplines within the field of theatre;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Fine Arts in Musical Theatre Degree

Ist year - Fall
APVO 102 AppliedVoice* 2

DAPE 120 Foundations of Ballet Technique 3
MUEN Ensemble+ (Domain 2) 2
TH 101 Basic Acting* (Domain I) 3
TH $\quad \| 1$ Stage Lighting 3
FYS 101 Going Global: First-Year Seminar (Domain 7) 3
Total 16

Ist year - Spring
APVO 102 AppliedVoice* 2
DAPE 220 Dance Technique for Musical Theatre 3
MUEN Ensemble+ (Domain 2) 2
TH 102 ActingTechniques* 3
TH 112 Stage Craft 3
ENG 101 Composition (Domain I) 3
Total 16APVO 202
Applied Voice*2
AP** Applied Piano Minor ..... I
DAPE Dance Technique Elective - Jazz ..... I
MUTC 121 Music Theory for Musical Theatre I ..... 2
MUTC 123 Sightsinging for Musical Theatre I ..... |
TH $201 \quad$ Scene Study I ..... 3
TH $208 \quad$ Script Analysis (Domain 2) ..... 3
TH 25I Voice and Speech for the Actor ..... 2
Total ..... 15
2nd year - Spring
APVO 202 Applied Voice* 2
AP** Applied Piano Minor ..... ।
DAPE Dance Technique Elective - Jazz ..... ।
MUTC 122 Music Theory for Musical Theatre II ..... 2
MUTC 124 Sightsinging for Musical Theatre II ..... I
TH 131 Stage Costuming ..... 3
TH |4| Theatrical Stage Make-up ..... 3
TH 203 Acting Through Song ..... 3
Total ..... 16
3rd year - Fall
APVO 302 Applied Voice* ..... 2
AP** Applied Piano Minor ..... ।
DAPE 333 Musical Theatre Dance Styles I ..... |
TH 301 Period Acting Styles I ..... 3
TH 307 Directing ..... 3
TH 355 American Musical Theatre I ..... 3
TH 399 Theatre Production\# ..... I
Total ..... 14
3rd year - Spring
APVO 302 Applied Voice* ..... 2
AP*** Applied Piano Minor ..... I
DAPE 334 Musical Theatre Dance Styles II ..... ।
TH 302 Period Acting Styles II ..... 3
TH 309 Preparation for the Theatre Profession ..... 3
TH 356 American Musical Theatre II ..... 3
TH 399 Theatre Production\# ..... I
The Nature of Science Elective (Domain 4) ..... 3
Total ..... 17
4th year - Fall
APVO 402 Applied Voice* ..... 2
DAPE Dance Technique Elective - Tap ..... ।
TH 35I History ofTheatre I (Domain 2 or 7) ..... 3
TH 399 Theatre Production ${ }^{\#}$ ..... |
TH 403 Advanced Acting Through Song I ..... 3
Quantitative Literacy Elective (Domain 3) ..... 3
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 15
4th year - Spring
APVO 402 AppliedVoice* ..... 2
DAPE Dance Technique Elective - Tap ..... I
TH 352 History of Theatre II (Domain 2 or 7) ..... 3
TH 399 Theatre Production\# ..... I
TH 404 Advanced Acting Through Song II ..... 3
TH 45I Senior Repertoire and Industry Showcase ..... 2
The Individual in Society Elective (Domain 6) ..... 3
Total ..... 15
Degree Total ..... 125
*Minimum grade of " C " required.
+Four total credits of large ensemble are required.
\#Students in the Bachelor of Fine Arts in Musical Theatre curriculum are required to audition for all productions (opera is not mandatory) and must accept the role(s) in which they are cast. Minimum of four successful completions.

Note:TH I I I, I I2, 131, 141, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Applied Music Minimums

Applied Voice Major: 8 consecutive semesters, APVO IO2-APVO 402.
Applied Piano Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN-20I.

## Bachelor of Fine Arts in Scenic and Lighting Design

William Pierson, Associate Professor ofTheatre
Ruebush Hall, Room I 22, (540) 665-4534, wpierson@su.edu
The Bachelor of Fine Arts in Scenic and Lighting Design curriculum is designed for the talented designer who wishes to prepare for a professional career in theatre. The curriculum provides a balance of theatre studies with opportunities for practical experience.

## Program Objectives

Students completing the Bachelor of Fine Arts in Scenic and Lighting Design will be able to:

- demonstrate a variety of techniques in the creation of original artistic designs for the performing arts;
- employ technology in the creation of original designs for the performing arts;
- demonstrate knowledge of theatre history;
- design for a variety of repertoire;
- explore other disciplines within the field of theatre;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Fine Arts in Scenic and Lighting Design Degree

Ist year - Fall
TH 101 Basic Acting (Domain I) 3
TH 112 Stage Craft* 3
TH 213 Theatre Drawing* 3
ENG 101 Composition (Domain I) 3
FYS IO Going Global: First-Year Seminar (Domain 7) 3
Total 15
Ist year - Spring
DAPE Dance Technique Elective |
TH $\quad 111$ Stage Lighting* 3
TH 217 Fundamentals ofTheatre Drafting*(ALT) 3
Quantitative Literacy Elective (Domain 3) 3
The Nature of Science Elective (Domain 4) 3
Open Elective(s) 3
Total 16
2nd year - Fall
TH 208 Script Analysis (Domain 2) 3
TH 231 Costume Design |ALT) 3
TH 313 Graphic Arts for Design*(ALT) 3
TH 318 CAD for Stage ${ }^{(\text {ALT) }} 3$
TH 390 Technical Theatre Practicum |
TH 399 Theatre Production\# (Domain 2) I
Total 14

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| TH | 131 | Stage Costuming | 3 |
| TH | 141 | Theatrical Stage Make-up | 3 |
| TH | 215 | Scenic Design*(ALT) | 3 |
| TH | 320 | Theatre Sound ${ }^{(A L T)}$ | 3 |
| TH | 390 | Technical Theatre Practicum | \| |
| TH | 399 | Theatre Production\# (Domain 2) | \| |
|  |  | The Individual in Society Elective (Domain 6) | 3 |
|  |  | Total | 17 |
| 3rd year - Fall |  |  |  |
| TH | 211 | Lighting Design*(ALT) | 3 |
| TH | 312 | Advanced Stage Craft ${ }^{(A L T)}$ | 3 |
| TH | 390 | Technical Theatre Practicum | 1 |
| TH | 399 | Theatre Production\# (Domain 2) | I |
|  |  | English, Theatre, Music or Art Elective(s) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Open Elective(s) | 3 |
|  |  | Total | 17 |
| 3rd year - Spring |  |  |  |
| TH | 307 | Directing | 3 |
| TH | 315 | Advanced Design forTheatre ${ }^{(\text {ALT })}$ | 3 |
| TH | 319 | Computer Rendering(ALT) | 3 |
| TH | 390 | Technical Theatre Practicum | 1 |
| TH | 399 | Theatre Production\# (Domain 2) | I |
| TH | 413 | Scenic Art ${ }^{(A L T}$ ) | 3 |
|  |  | Total | 14 |
| 4th year - Fall |  |  |  |
| TH | 351 | History of Theatre I (Domain 2 or 7) | 3 |
| TH | 498 | Technical Theatre Thesis | 3 |
|  |  | English, Theatre, Music or Art Elective(s) | 3 |
|  |  | Open Elective(s) | 6 |
|  |  | Total | 15 |
| 4th year - Spring |  |  |  |
| TH | 352 | History of Theatre II (Domain 2 or 7) | 3 |
| TH | 498 | Technical Theatre Thesis | 3 |
|  |  | English, Theatre, Music or Art Elective(s) | 3 |
|  |  | Open Elective(s) | 3 |
|  |  | Total | 12 |
|  |  | Degree Total | 120 |

*Minimum grade of " $C$ " required.
\#Bachelor of Fine Arts in Scenic and Lighting Design curriculum students must participate in productions as assigned. Minimum of four successful completions.
(ALT) Offered on alternating schedule; consult with advisor.
Note:TH I I , I 12, 131, 141, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Bachelor of Fine Arts in Theatre for Youth

Wade Fransen, Assistant Professor ofTheatre
Ruebush Hall, Room 127-F, (540) 545-7309, wfransen@su.edu
The Bachelor of Fine Arts in Theatre for Youth curriculum is designed to prepare the student to work as a professional in all areas of theatre for youth, whether it be as director, producer or teacher, working with adults and/or children in theatrical productions, workshops or children's theatre companies. The program provides a balance of theatre studies and practical experience as well as a strong base of liberal arts studies which will enable students to think critically, perform creatively and communicate effectively both as theatre professionals and as members of a diverse society.

## Program Objectives

Students completing the Bachelor of Fine Arts in Theatre for Youth will be able to:

- demonstrate acting and improvisational skills;
- demonstrate the ability to lead performers in performance preparation;
- demonstrate knowledge of acting, improvisation, directing, teaching and producing techniques;
- demonstrate knowledge of theatre history;
- perform a variety of repertoire; and
- demonstrate the ability to express ideas orally and in writing.


## Course and Credit Requirements for the Bachelor of Fine Arts in Theatre for Youth Degree <br> Ist year - Fall

DAPE Dance Technique Elective I
TH IOI Basic Acting* (Domain I) 3
TH IO8 Improvisation I
TH III Stage Lighting 3
TH $149 \quad$ Foundations of General American Speech 3
$\begin{array}{llll}\text { FYS IOI Going Global: First-Year Seminar (Domain 7) } & 3\end{array}$
Total 14

Ist year - Spring
TH 102 ActingTechniques* 3
TH 112 Stage Craft 3
ENG IO1 Composition (Domain I) 3
Quantitative Literacy Elective (Domain 3) 3
The Nature of Science Elective (Domain 4) 3
Total 15

## 2nd year - Fall

TH I31 Stage Costuming 3
TH |4| Theatrical Stage Make-up ..... 3
TH 20I Scene Study I ..... 3
TH 207 Stage Management I ..... 3
TH 25I Voice and Speech for the Actor ..... 2
PSY IOI General Psychology (Domain 6) ..... 3
Total ..... 17
2nd year - Spring
DAPE Dance Technique Elective ..... |
TH 202 Scene Study II* ..... 3
TH 208 Script Analysis (Domain 2) ..... 3
TH Theatre Elective+ ..... 3
PSY 220 Child Development ..... 3
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 16
3rd year - Fall
TH 30I Period Acting Styles I ..... 3
TH 307 Directing* ..... 3
TH 340 Movement for Actors ..... 2
TH $35 \mathrm{I} \quad$ History of Theatre I (Domain 2 or 7 ) ..... 3
TH 399 Theatre Production\# (Domain 2) ..... I
TH Theatre Elective+ ..... 3
Total ..... 15
3rd year - Spring
TH 302 Period Acting Styles II ..... 3
TH $352 \quad$ History of Theatre II (Domain 2 or 7 ) ..... 3
TH $399 \quad$ Theatre Production\# (Domain 2) ..... I
TH Theatre Elective+ ..... 3
TH Design or Technical Theatre Elective ..... 3
ENG English or Children's Literature Elective ..... 3
Total ..... 16
4th year - Fall
TH 399 Theatre Production\# (Domain 2) ..... |
TH 407 Theatre for Youth Directing Workshop I* ..... 2
TH 425 Theatre for Youth Production Seminar I* ..... |
TH English, Theatre, Music or Art Elective(s) ..... 3
Open Elective(s) ..... 6
Total ..... 13
4th year - Spring
TH 399 Theatre Production\# (Domain 2) ..... ।
TH 408 Theatre for Youth Directing Workshop II ..... 2
TH 426 Theatre for Youth Production Seminar II ..... |
TH Design orTechnical Theatre Elective ..... 3
English, Theatre, Music or Art Elective(s) ..... 3
Open Elective(s) ..... 4
Total ..... 14
Degree Total ..... 120
*Minimum grade of " C " required.
+Theatre electives - Select from the following:TH 205 (Creative and Process Drama), TH 206 (Performance Techniques for Theatre for Youth), TH 305 (Foundations of Theatre for Youth), and TH 306 (Teaching Methods of Theatre).
\#Students in the Bachelor of Fine Arts in Theatre for Youth curriculum are required to audition for all non-musical theatre productions, may audition for musical productions, and must accept the role(s) in which they are cast. Minimum of four successful completions.

Note:TH I I , 112, 131, 141, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Bachelor of Fine Arts in Theatre Stage Management

William Ingham, Associate Professor ofTheatre
Ruebush Hall, Room I 52, (540) 545-7233, wingham@su.edu
The Bachelor of Fine Arts in Theatre Stage Management curriculum is designed for the student who wishes to prepare for a professional career in theatrical stage management. The curriculum provides a balance of theatre studies with opportunities for practical experience.

## Program Objectives

Students completing the Bachelor of Fine Arts in Theatre Stage Management will be able to:

- demonstrate the ability to stage manage productions in various genres, including musical theatre, plays, opera and dance;
- employ technology in the creation of support materials for stage management;
- demonstrate knowledge of theatre history;
- explore other disciplines within the field of theatre;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Stage Management Degree

Ist year - Fall
TH IOI Basic Acting (Domain I) 3

TH 111 Stage Lighting 3
TH 213 Theatre Drawing 3
ENG 101 Composition (Domain I) 3
FYS 101 Going Global: First-Year Seminar (Domain 7) 3
Total 15
Ist year - Spring
DAPE Dance Technique Elective ।
TH 102 ActingTechniques 3
TH 112 Stage Craft 3
Art orTheatre Elective(s) 3
The Nature of Science Elective (Domain 4) 3
Open Elective(s) 2
Total 15
2nd year - Fall
TH 207 Stage Management I* 3
TH 208 Script Analysis (Domain 2) 3
TH 217 Fundamentals ofTheatre Drafting ${ }^{\text {(ALT) }} 3$
TH 221 Stage Properties ${ }^{\text {(ALT) }} 3$
TH 355 American Musical Theatre I 3
TH 399 Theatre Production\# (Domain 2) ।
Total 16

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| TH | 131 | Stage Costuming | 3 |
| TH | 141 | Theatrical Stage Make-up | 3 |
| TH | 215 | Scenic Design ${ }^{\text {(ALT) }}$ | 3 |
| TH | 356 | American Musical Theatre II | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | \| |
|  |  | The Individual in Society Elective (Domain 6) | 3 |
|  |  | Total | 16 |
| 3rd year - Fall |  |  |  |
| TH | 211 | Lighting Design(ALT) | 3 |
| TH | 231 | Costume Design (ALT) | 3 |
| TH | 310 | Stage Management II(ALT) | 3 |
| TH | 351 | History ofTheatre I (Domain 2 or 7) | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | 1 |
|  |  | Arts Management or Business Elective | 3 |
|  |  | Total | 16 |
| 3rd year - Spring |  |  |  |
| DAPE |  | Dance Technique Elective | I |
| TH | 307 | Directing | 3 |
| TH | 352 | History of Theatre II (Domain 2 or 7) | 3 |
| TH | 399 | Theatre Production\# (Domain 2) | 1 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 14 |
| 4th year - Fall |  |  |  |
|  |  | Arts Management or Business Elective | 3 |
|  |  | Art or English Elective(s) | 5 |
|  |  | Open Elective(s) | 8 |
|  |  | Total | 16 |
| 4th year - Spring |  |  |  |
| TH | 353 | History of Fashion I(ALT) | 3 |
|  | or |  |  |
| TH | 354 | History of Fashion II(ALT) |  |
| TH | 490 | Stage Management Internship I | 3 |
| TH | 491 | Stage Management Internship II | 3 |
|  |  | Arts Management or Business Elective | 3 |
|  |  | Total | 12 |
|  |  | Degree Total | 120 |

*Minimum grade of " C " required.
\#Students in the Bachelor of Fine Arts in Theatre Stage Management curriculum must participate in productions as assigned. Minimum of four successful completions.

## (ALT) Offered on alternating schedule; consult with advisor.

Note:TH I II, 112, 131, 141, 208 and 307 are offered each Fall and Spring semester; students may register out of prescribed sequence as recommended by their advisor in order to balance class enrollment.

## Bachelor of Music in Church Music

Steven Cooksey, Professor of Music
Goodson Chapel, (540) 665-4633, scooksey@su.edu
The Bachelor of Music in Church Music curriculum is designed for students who wish to become full-time church musicians. The student electing this course of study may choose an applied performance major emphasis in organ or voice.

## Program Objectives

Students completing the Bachelor of Music in Church Music will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of repertoire for liturgical settings;
- demonstrate the ability to lead a rehearsal and the music component of a church service;
- demonstrate knowledge of music theory, music history, world music, and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Church Music Degree

        Ist year - Fall
        AP** 103 Applied Major** 3
        AP** Applied Piano Minor I
        MUEN Ensemble+ (Domain 2) 2
        MUTC IOI Introduction to Music Theory* 2
        MUTC 107 Keyboard Harmony I (non-APCP students) I
        PRF IOI Performance Forum . 5
        ENG IOI Composition (Domain I) 3
        FYS IOI Going Global: First-Year Seminar (Domain 7) 3
        Effective Communication, Oral Communication Elective (Domain I) 3
        (Recommended: MCOM I50 Principles of Public Speaking)
        Total17.5
    With MUTC 107 ..... 18.5
Ist year - Spring
AP*** 103 Applied Major* ..... 3
AP** Applied Piano Minor ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History of Western Music I (Domain 2 or 6) ..... 2
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 108 Keyboard Harmony II (non-APCP students) ..... |
MUTC 109 EarTraining* ..... 2
PRF IOI Performance Forum .....  5
Quantitative Literacy Elective (Domain 3) ..... 3
Total ..... 16.5
With MUTC 108 ..... 17.5
Ist year - Summer, Session I
MUCH 331 Church Music I ..... 3
Ist year - Summer, Session 2
MUCH 332 Church Music II ..... 3
2nd year - Fall
AP** 203 Applied Major* ..... 3
AP** Applied Piano Minor ..... |
AP** Applied Secondary Minor ..... |
MUEN Ensemble+ (Domain 2) ..... 2
MUPP 263 Singer's Diction I (voice majors only) ..... 2
MUTC 201 Chromatic Harmony and Compound Forms ..... 3
MUTC 203 Intermediate Aural Skills ..... I
MUTC 205 Intermediate Sightsinging ..... |
Music Elective(s) (non-voice majors) ..... 2
(not to include performance or skill-based instruction)Music Elective(s)3
(not to include performance or skill-based instruction)
PRF 20I Health Issues for Artists .....  5
Total ..... 17.5
2nd year - Spring
AP*** 203 Applied Major* ..... 3
AP** Applied Piano Minor ..... I
AP** Applied Secondary Minor ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History of Western Music II (Domain 6) ..... 2.5
MUPP 264 Singer's Diction II (voice majors only) ..... 2
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... I
MUTC 206 Advanced Sightsinging ..... |
PRF I0। Performance Forum .....  5
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 17
Voice Majors Total ..... 19
2nd year - Summer, Session I
MUCH 333 Church Music III ..... 3
2nd year - Summer, Session 2
MUCH 334 Church Music IV ..... 3

| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 302 | Applied Major* | 2 |
| AP** |  | Applied Secondary Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MULT | 402 | Oratorio/Choral Literature | 3 |
|  |  | Music Elective(s) | 3 |
|  |  | (not to include performance or skill-based instruction) |  |
| PRF | 101 | Performance Forum | . 5 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | Total | 17 |
| 3rd year - Spring |  |  |  |
| AP** | 302 | Applied Major* | 2 |
| AP** |  | Applied Secondary Minor | 1 |
| MUCH | 407 | Church Music Internship | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT |  | World Music Elective | 1 |
| MUPP | 341 | Half Recital* | 1 |
| MUTC |  | Music Theory Elective | 2 |
|  |  | Music Elective(s) (non-voice majors) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 15.5 |
|  |  | Non-Voice Majors Total | 17.5 |
| 3rd year - Summer, Session I |  |  |  |
| MUCH | 335 | Church Music V | 3 |
| 3rd year - Summer, Session 2 |  |  |  |
| MUCH | 336 | Church Music VI | 3 |
|  |  | Degree Total | 121 |
|  |  | Degree Total with MUTC I07-MUTC 108 | 123 |

*Minimum grade of " $C$ " required.
+Twelve total credits of large and/or small ensemble are required as assigned.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.

## Applied Music Minimums

Applied Major (organ or voice): 6 consecutive semesters, AP** I03-AP** 203 plus 2 consecutive semesters, AP** 302.
Applied Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN-20I.
Secondary minor (organ or voice, whichever is not applied major): 4 consecutive semesters, AP** $10 \mid-A P^{*}{ }^{*}$ 201.

## Bachelor of Music in Music Production and Recording Technology - Classical Applied Emphasis

Golder O'Neill, Associate Professor of Music
Ruebush Hall, Room I 36, (540) 665-5567, goneill@su.edu
The Bachelor of Music in Music Production and Recording Technology curriculum is designed to prepare a student for a career in music production and recording technology production, and includes study in composition and arranging, performance and recording and sound reinforcement techniques.

## Program Objectives

Students completing the Bachelor of Music in Music Production and Recording Technology (classical applied emphasis) will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of sound recording and sound reinforcement techniques;
- compose and arrange original music;
- lead a rehearsal, class or ensemble;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Music Production and Recording Technology Degree - Classical Applied Emphasis

```
Ist year - Fall
AP** I02 Applied Major** 2
AP** Applied Minor I
MUEN Ensemble+ (Domain 2) 2
MUPP I5| Recording Systems: Design and Application I* 2
MUTC IOI Introduction to Music Theory* 2
MUTC I07 Keyboard Harmony I (non-APCP students) I
PRF IO| Performance Forum .5
ENG IO| Composition (Domain I) 3
FYS IO| Going Global: First-Year Seminar (Domain 7) 3
Total 15.5
With MUTC IO7 16.5
```


## Ist year - Spring

| AP** 102 | Applied Major* | 2 |
| :--- | :--- | :--- |
| $\mathrm{AP}^{*} *$ | Applied Minor | \| |

MUEN Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUPP 152 Recording Systems: Design and Application II** 2
MUPP 162 Recording Systems Studio Time . 5
MUPP 252 Remote Recording Practicum* I
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II (non-APCP students) |
MUTC 109 EarTraining* 2
PRF IOI Performance Forum . 5
Total 16
With MUTC 108 17
2nd year - Fall
AP** 202 Applied Major* 2
AP** Applied Minor I
MUEN Ensemble+ (Domain 2) 2
MULT World Music Elective ।
MUPP 252 Remote Recording Practicum* I
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills |
MUTC 205 Intermediate Sightsinging I
MUTC 311 JazzTheoryl 2
PRF 201 Health Issues for Artists . 5
Total 14.5
2nd year - Spring
AP** 202 Applied Major** 2
AP** Applied Minor I
MUEN Ensemble+ (Domain 2) 2
MULT $204 \quad$ History of Western Music II (Domain 6) 2.5
MUPP 25I Sound Reinforcement 2
MUTC 202 20th Century Theory 2
MUTC 204 Advanced Aural Skills ।
MUTC 206 Advanced Sightsinging |
PRF IOI Performance Forum . 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended: MCOM I 50 Principles of Public Speaking)
Total
3rd year - Fall
AP*** Applied Major* 202
MUCO 361 Beginning Choral and Instrumental Conducting* 1.5
MUEN Ensemble+ (Domain 2) 2
MULT 205 History of Western Music III 2.5
MUPP 253 Sound Reinforcement Practicum* |
MUPP 350 Basic Electronics 2
MUPP 354 Tonmeister Seminar* ।
MUTC 4I9 MIDI and Electronic Music* 2
MUTC 421 Arranging 2
PRF IOI Performance Forum . 5
Total 16.5

| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 302 | Applied Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 351 | Digital and Advanced Recording* | 2 |
| MUPP | 353 | Studio Maintenance and Repair | \| |
| MUPP | 361 | Digital and Advanced Recording Studio Time | . 5 |
| MUTC | 420 | Electronic Music Synthesis* | 1 |
| MUTC | 422 | Instrumentation | 2 |
| PRF | 101 | Performance Forum | . 5 |
| PHYS | 103 | Acoustics (Domain 4) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 17 |
| 4th year - Fall |  |  |  |
| AP** | 402 | Applied Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 461 | Music Production 1* | 2 |
| MUPP | 463 | Mixdown Techniques Lab I* | . 5 |
| MUPP | 471 | Music Production I Studio Time* | । |
| MUTC | 413 | Jazz Arranging and Composition | 2 |
| MUTC | 451 | Song and Jingle Writing* | 2 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5, 6 or 7 ) | 3 |
|  |  | Total | 17.5 |
| 4th year - Spring |  |  |  |
| AP** | 402 | Applied Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 462 | Music Production II* | 2 |
| MUPP | 464 | Mixdown Techniques Lab II* | 0.5 |
| MUPP | 472 | Music Production II Studio Time* | 1 |
| MUTC | 452 | Advanced Song and Jingle Writing* | 2 |
| MUPP | 465 | Music Production and Recording Technology Internship | 3 |
|  |  | (The internship follows the completion of all coursework.) |  |
|  |  | Total | 12.5 |
|  |  | Degree Total | 126.5 |
|  |  | Degree Total with MUTC I07-MUTC 108 | 128.5 |

*Minimum grade of " C " required.
+Sixteen total credits of large and/or small ensembles are required as assigned.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.
All double reed majors may elect to register for MUPP 24I Oboe Reed Making (. 5 credit) or MUPP 242 Bassoon Reed Making (. 5 credit) in addition to the applied lesson.

## Applied Music Minimums

Applied Major: 8 consecutive semesters, AP** I02-AP**402
Applied Minor (non-piano major): 4 consecutive semesters, APCP I05-APCP 206 or APPN I0I-APPN 20I.
Applied Minor (piano major): 4 consecutive semesters, AP***IOI-AP**20I in a single classical or jazz instrument.

## Bachelor of Music in Music Production and Recording Technology - Jazz Applied Emphasis

Golder O'Neill, Associate Professor of Music
Ruebush Hall, Room I 36, (540) 665-5567, goneill@su.edu
The Bachelor of Music in Music Production and Recording Technology curriculum is designed to prepare a student for a career in music production and recording technology production, and includes study in composition and arranging, performance and recording and sound reinforcement techniques.

## Program Objectives

Students completing the Bachelor of Music in Music Production and Recording Technology (jazz applied emphasis) will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of sound recording and sound reinforcement techniques;
- demonstrate the ability to improvise, compose and arrange jazz music;
- demonstrate knowledge of jazz music repertoire, history and style;
- lead a rehearsal, class or ensemble;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Music Production and Recording Technology Degree - Jazz Applied Emphasis

Jazz Applied Emphasis available in Bass (Electric and Jazz), Guitar, Percussion, Piano, Saxophone, Trombone and Trumpet

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 101 | Applied Jazz Major* | 1 |
| $A P^{* *}$ | 101 | Applied Classical Major | I |
| AP** |  | Applied Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | \|51 | Recording Systems: Design and Application I* | 2 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTC | 107 | Keyboard Harmony I (non-APCP students) | 1 |
|  |  | (not required of jazz piano majors) |  |
| PRF | 101 | Performance Forum | 0.5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Total | 15.5 |
|  |  | With MUTC 107 | 16.5 |


| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 101 | Applied Jazz Major* | । |
| AP** | 101 | Applied Classical Major | I |
| AP** |  | Applied Minor | \| |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 203 | History of Western Music I (Domain 2 or 6) | 2 |
| MUPP | 152 | Recording Systems: Design and Application II* | 2 |
| MUPP | 162 | Recording Systems Studio Time | . 5 |
| MUPP | 252 | Remote Recording Practicum* | \| |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 108 | Keyboard Harmony II (non-APCP students) (not required of jazz piano majors) | I |
| MUTC | 109 | EarTraining* | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 16 |
|  |  | With MUTC 108 | 17 |
| 2nd year - Fall |  |  |  |
| AP** | 201 | Applied Jazz Major* | I |
| AP** | 201 | Applied Classical Major | \| |
| AP** |  | Applied Minor | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT |  | World Music Elective | 1 |
| MUPP | 252 | Remote Recording Practicum* | I |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| MUTC | 203 | Intermediate Aural Skills | I |
| MUTC | 205 | Intermediate Sightsinging | । |
| MUTC | 311 | Jazz Theory I* | 2 |
| PRF | 201 | Health Issues for Artists | . 5 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) | 3 |
|  |  | (Recommended: MCOM I50 Principles of Public Speaking) |  |
|  |  | Total | 17.5 |
| 2nd year - Spring |  |  |  |
| AP** | 201 | Applied Jazz Major* | I |
| AP** | 201 | Applied Classical Major | \| |
| AP** |  | Applied Minor | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 204 | History of Western Music II (Domain 6) | 2.5 |
| MULT | 432 | Jazz History ${ }^{(A L T)}$ | 2 |
| MUPP | 251 | Sound Reinforcement | 2 |
| MUTC | 202 | 20th Century Theory | 2 |
| MUTC | 204 | Advanced Aural Skills | 1 |
| MUTC | 206 | Advanced Sightsinging | 1 |
| MUTC | 312 | Jazz Theory II | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 18 |


| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 302 | Applied Jazz Major* | 2 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN |  | Ensemble+ (Domain 2) | I |
| MULT | 205 | History of Western Music III | 2.5 |
| MUPP | 253 | Sound Reinforcement Practicum* | \| |
| MUPP | 350 | Basic Electronics | 2 |
| MUPP | 354 | Tonmeister Seminar* | 1 |
| MUTC | 419 | MIDI and Electronic Music* | 2 |
| MUTC | 422 | Instrumentation | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 15.5 |
| 3rd year - Spring |  |  |  |
| AP** | 302 | Applied Jazz Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | \| |
| MUPP | 351 | Digital and Advanced Recording* | 2 |
| MUPP | 353 | Studio Maintenance and Repair | 1 |
| MUPP | 361 | Digital and Advanced Recording Studio Time | 0.5 |
| MUTC | 420 | Electronic Music Synthesis* | I |
| MUTC | 421 | Arranging | 2 |
| PRF | 101 | Performance Forum | 0.5 |
| PHYS | 103 | Acoustics (Domain 4) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 16 |
| 4th year - Fall |  |  |  |
| AP** | 402 | Applied Jazz Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | I |
| MUPP | 461 | Music Production 1* | 2 |
| MUPP | 463 | Mixdown Techniques Lab 1* | . 5 |
| MUPP | 471 | Music Production I Studio Time* | I |
| MUTC | 413 | Jazz Arranging and Composition | 2 |
| MUTC | 451 | Song and Jingle Writing* | 2 |
|  |  | Quantitative Literacy (Domain 3) | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5, 6 or 7 ) | 3 |
|  |  | Total | 16.5 |
| 4th year - Spring |  |  |  |
| AP** | 402 | Applied Jazz Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | I |
| MUPP | 343 | Jazz Repertoire ${ }^{(A L T)}$ | 1 |
| MUPP | 462 | Music Production II* | 2 |
| MUPP | 464 | Mixdown Techniques Lab II* | . 5 |
| MUPP | 472 | Music Production II Studio Time* | 1 |
| MUTC | 414 | Advanced Jazz Arranging and Composition ${ }^{(A L T)}$ | 2 |
| MUTC | 452 | Advanced Song and Jingle Writing* | 2 |
| MUPP | 465 | Music Production and Recording Technology Internship | 3 |
|  |  | (The internship follows the completion of all coursework) |  |
|  |  | Total | 14.5 |
|  |  | Degree Total | 129.5 |
|  |  | Degree Total with MUTC I07-MUTC I08 | 131.5 |

*Minimum grade of " C " required.
+Ensemble Requirements for Percussion, Saxophone, Trombone, and Trumpet Jazz Applied Majors: 12 total credits required. Eight credits of large ensemble, two credits of large or small ensemble, and two completions of MUEN 375 Jazz Combo: Improvisation Laboratory are required on student's major instrument.

Ensemble Requirements for Bass (Electric and Jazz), Guitar and Piano Jazz Applied Majors: 12 total credits required. Four credits of large ensemble, six credits of large or small ensemble, and two completions of MUEN 375 Jazz Combo: Improvisation Laboratory are required on student's major instrument.
(ALT) Offered on alternating schedule; consult with advisor.

## Applied Music Sequences

## Applied Major - All Instruments

Semesters I and 2: AP*** 101 , jazz, I credit, plus AP** 101 , classical, I credit
Semesters 3 and 4:AP** 20I, jazz, I credit, plus AP** 20I, classical, I credit
Applied classical major must be taken for 4 consecutive semesters concurrently with applied jazz major. Semesters 5 and 6:AP** 302, jazz, 2 credits
Semesters 7 and 8:AP** 402, jazz, 2 credits

## Minor study for Bass (Electric and Jazz), Guitar, Percussion, Saxophone, Trombone and Trumpet Jazz Majors

Semesters I through 4: APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits

## Minor study for Jazz Piano Majors

Semesters I and 2: APPD IOI Applied Perf. Dev., 2 credits Semesters 3 and 4: APPD 201 Applied Perf. Dev., 2 credits

Duration requirements in applied jazz study: All duration requirements must be met fully. Credit from previous study may not be consolidated nor spread to meet duration requirements.

## Bachelor of Music in Composition

DavidT. Little, Assistant Professor of Music
Ruebush Hall, Room 139, (540) 665-4630, dlittle@su.edu

The Bachelor of Music in Composition curriculum is designed for the student who wishes to pursue a career as a professional composer or as a college teacher of theory and composition. The student's creative skills are guided and developed through intense study in and the practical application of 20th century art music; the curriculum does not include work in popular idioms or jazz. The prospective student must be aware of the rigorous competition in the field, and should realize that continued study at the graduate level constitutes the minimum standard of professional status.

## Proficiency Examinations

The examinations of achievement held at the conclusion of the second semester of study in applied composition are of special significance.The student's work in composition and theory is reviewed by the composition faculty. A minimum grade of " C " is required for continued study in the composition curriculum. Students not meeting the minimum requirement will receive special counseling, and may re-register for APMC I 02 Applied Composition, to be re-examined after an additional semester of study.

## Program Objectives

Students completing the Bachelor of Music in Composition will be able to:

- demonstrate a variety of techniques in the composition of original music;
- compose in a variety of genres;
- have scores performed in a variety of settings;
- demonstrate musicianship in solo and ensemble performance;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.

Course and Credit Requirements for the Bachelor Music in Composition Degree Piano Applied Emphasis

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APMC | 102 | Applied Composition* | 2 |
| APPN | 101 | Applied Piano | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 233 | Voice Class | 1 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTC | 107 | Keyboard Harmony I | 1 |
| MUTC | 310 | Music Notation | 2 |
| PRF | 101 | Performance Forum | . 5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Total | 17.5 |

Ist year - Spring
APMC 102 Applied Composition* ..... 2
APPN IOI Applied Piano ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History of Western Music I (Domain 2 or 6) ..... 2
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 108 Keyboard Harmony II ..... I
MUTC 109 EarTraining* ..... 2
PRF IOI Performance Forum .....  5
Effective Communication, Oral Communication Elective (Domain I) ..... 3
(Recommended: MCOM I50 Principles of Public Speaking)Total16.5
2nd year - Fall
APMC 202 Applied Composition* ..... 2
APPN 201 Applied Piano ..... ।
MUEN Ensemble+ (Domain 2) ..... 2
MUTC 201 Chromatic Harmony and Compound Forms* ..... 3
MUTC 203 Intermediate Aural Skills ..... ।
MUTC 205 Intermediate Sightsinging ..... I
PRF 201 Health Issues for Artists .....  5
Quantitative Literacy Elective (Domain 3) ..... 3
Foreign Language Elective ..... 3
(Selected from any contemporary language that is bothwritten and spoken; French or German recommended)Total16.5
2nd year - Spring
APMC 202 Applied Composition* ..... 2
APPN 201 Applied Piano ..... |
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History ofWestern Music II (Domain 6) ..... 2.5
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... I
MUTC 206 Advanced Sightsinging ..... I
MUTC 421 Arranging ..... 2
PRF |0| Performance Forum .....  5
Foreign Language Elective ..... 3
(Selected from any contemporary language that is bothwritten and spoken; French or German recommended)Total17
3rd year - Fall
APMC 302 Applied Composition* ..... 2
APPN 30I Applied Piano ..... |
MUCO 361 Beginning Choral and Instrumental Conducting* ..... 1.5
MUEN Ensemble+ (Domain 2) ..... 2
MULT 205 History of Western Music III ..... 2.5
MUTC 4I5 Contemporary Styles ${ }^{\text {(ALT) }}$ ..... 2
MUTC $419 \quad$ MIDI and Electronic Music ..... 2
MUTC 422 Instrumentation ..... 2
PRF I0। Performance Forum .....  5
Total ..... 15.5

| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| APMC | 302 | Applied Composition* | 2 |
| APPN | 301 | Applied Piano | 1 |
| MUCO | 363 | Choral Conducting | 1.5 |
|  | or |  |  |
| MUCO | 364 | Instrumental Conducting |  |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT |  | World Music Elective | । |
| MUTC | 420 | Electronic Music Synthesis | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | Total | 12 |
| 4th year - Fall |  |  |  |
| APMC | 402 | Applied Composition* | 2 |
| APPN | 401 | Applied Piano | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 402 | Oratorio/Choral Literature | 3 |
| MUTC | 401 | Form and Analysis I | 2 |
| MUTC | 408 | 16th Century Counterpoint ${ }^{(A L T)}$ | 2 |
|  | or |  |  |
| MUTC | 409 | 18th Century Counterpoint(ALT) |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 15 |
| 4th year - Spring |  |  |  |
| APMC | 402 | Applied Composition* | 2 |
| APPN | 401 | Applied Piano | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 401 | Symphonic Literature ${ }^{(\text {ALT })}$ | 3 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective(s) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
|  |  | General Education Elective (Select from Domains 1, 3, 4, 5 or 6) | 3 |
|  |  | Total | 15 |
|  |  | Degree Total | 125 |

*Minimum grade of " C " required.
+Sixteen total credits of large and/or small ensemble are required as assigned.
(ALT) Offered on alternating schedule; consult with advisor.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.

## Applied Music Minimums

Applied Composition Major: 8 consecutive semesters, APMC I02-APMC 402.
Applied Piano Minor: 8 consecutive semesters, APPN IOI-APPN 40I.

## Course and Credit Requirements for the Bachelor Music in Composition Degree -Non-Piano Applied Emphasis

Ist year - Fall
APMC 102 Applied Composition*
AP**
Applied Minor
2

MUEN
Ensemble+ (Domain 2),

MUPP 233
Voice Class (non-voice minors only)।
MUTC I01 Introduction to Music Theory* ..... 2
MUTC $310 \quad$ Music Notation ..... 2
PRF I0। Performance Forum .....  5
ENG IOI Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
Total ..... 15.5
Non-Voice MinorTotal ..... 16.5
Ist year - Spring
APMC 102 Applied Composition* ..... 2
AP** Applied Minor ..... ।
MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History of Western Music I (Domain 2 or 6) ..... 2
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 109 EarTraining* ..... 2
PRF IOI Performance Forum .....  5
Effective Communication, Oral Communication Elective (Domain I) ..... 3
(Recommended: MCOM I50 Principles of Public Speaking)Total15.5
2nd year - Fall
APMC 202
AP**Applied Composition*2
Applied MinorMUEN।
Ensemble+ (Domain 2)MUTC 2012
Chromatic Harmony and Compound Forms* ..... 3
MUTC 203
MUTC 203 MUTC 203 Intermediate Aural Skills ..... |
MUTC 205 Intermediate Sightsinging ..... I
PRF 201 Health Issues for Artists .....  5
Quantitative Literacy Elective (Domain 3) ..... 3
Foreign Language Elective ..... 3
(Selected from any contemporary language that is both written and spoken; French or German recommended.) Total ..... 16.5

## 2nd year - Spring

| APMC | 202 | Applied Composition* | 2 |
| :--- | :--- | :--- | ---: |
| AP** |  | Applied Minor |  |
| MUEN |  | Ensemble+ (Domain 2) | I |
| MULT | 204 | History of Western Music II (Domain 6) | 2 |
| MUTC | 202 | 20th Century Theory | 2.5 |
| MUTC | 204 | Advanced Aural Skills | 2 |
| MUTC | 206 | Advanced Sightsinging | । |
| MUTC | 421 | Arranging | । |
| PRF | 101 | Performance Forum | 2 |
|  |  | Foreign Language Elective | .5 |
|  |  | (Select from any contemporary language that is both | 3 |
|  |  | written and spoken; French or German recommended) |  |
|  |  | Total | 17 |

3rd year - Fall
APMC 302
AP**
Applied Composition*
MUCO 361 Beginning Choral and Instrumental Conducting* I.5

MUEN Ensemble+ (Domain 2) 2
MULT 205 History of Western Music III 2.5
MUTC 107 Keyboard Harmony I (non-APCP students) I
MUTC 415 Contemporary Styles ${ }^{(A L T)} 2$
MUTC 4I9 MIDI and Electronic Music 2
MUTC 422 Instrumentation 2
PRF IOI Performance Forum . 5
Total 15.5
With MUTC 107 I6.5

3rd year - Spring
APMC 302 Applied Composition* 2
AP** Applied Piano Minor I
$\begin{array}{lll}\text { MUCO } 363 \text { Choral Conducting } & \text { I.5 }\end{array}$
$\begin{array}{lll}\text { MUCO } & 364 & \text { Instrumental Conducting } \\ \text { MUEN } & \text { Ensemble+ (Domain 2) } & 2\end{array}$
MULT World Music Elective ।
MUTC 108 Keyboard Harmony II (non-APCP students) |
MUTC 420 Electronic Music Synthesis I
PRF IOI Performance Forum . 5
The Nature of Science Elective (Domain 4) 3
Total 12
With MUTC 108 13

| 4th year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APMC | 402 | Applied Composition* | 2 |
| AP** |  | Applied Piano Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 402 | Oratorio/Choral Literature | 3 |
| MUTC | 401 | Form and Analysis I | 2 |
| MUTC | 408 | 16th Century Counterpoint(ALT) | 2 |
|  | or |  |  |
| MUTC | 409 | 18th Century Counterpoint(ALT) |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 15 |
| 4th year - Spring |  |  |  |
| APMC | 402 | Applied Composition* | 2 |
| AP** |  | Applied Piano Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 401 | Symphonic Literature ${ }^{(\text {ALT })}$ | 3 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective(s) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
|  |  | General Education Elective (Select from Domain I, 3, 4, 5 or 6) | 3 |
|  |  | Total | 15 |
|  |  | Degree Total (Non-Voice) | 123 |
|  |  | Degree Total (Non-Voice) with MUTC I07-MUTC I 08 | 125 |
|  |  | Degree Total (Voice) | 122 |
|  |  | Degree Total (Voice) with MUTC I07-MUTC I08 | 124 |

*Minimum grade of " $C$ " required.
+Sixteen total credits of large and/or small ensemble are required as assigned.
(ALT) Offered on alternating schedule; consult with advisor.
All double reed majors may elect to register for MUPP 24I Oboe Reed Making (. 5 credit) or MUPP 242 Bassoon Reed Making (. 5 credit) in addition to the applied lesson.

## Applied Music Minimums

Applied Composition Major: 8 consecutive semesters, APMC I02-APMC 402.
Applied Minor: 4 consecutive semesters, AP** I0I-AP**20I in the entry audition instrument, and Applied Piano Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 201.

## Bachelor of Music in Jazz Studies

Robert Larson, Associate Professor of Music
Armstrong Hall, Room I8-E, (540) 665-4557, rlarson@su.edu
The focus of the Jazz Studies program at Shenandoah University is on the preparation of musicians as performers and arrangers in the broad field of contemporary music, which includes jazz, popular, commercial, classical and studio music. Students are also trained in areas of technology, as well as in jazz teaching techniques, in preparation for a career of evolving opportunities. The philosophy of the Shenandoah University Jazz Studies program is grounded in the belief that 21 st century artists will work in a variety of settings, where performing, composing, studio work, and teaching are important components of a successful musician's overall career.

## Program Objectives

Students completing the Bachelor of Music in Jazz Studies will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of jazz music repertoire, history and style;
- demonstrate the ability to improvise, compose and arrange jazz music;
- demonstrate knowledge of music theory, music history, world music and music technology;
- lead a rehearsal, class or ensemble;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.

Course and Credit Requirements for the Bachelor of Music in Jazz Studies Degree
Jazz Applied Emphasis available in Bass (Electric and Jazz), Guitar, Percussion, Piano, Saxophone, Trombone and Trumpet.

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 101 | Applied Jazz Major* | I |
| $A P^{* *}$ | 101 | Applied Classical Major | \| |
| AP** |  | Applied Minor* (jazz piano majors only) | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 101 | Introduction to Music Theory*+ | 2 |
| MUTC | 107 | Keyboard Harmony I (non-APCP students) | 1 |
|  |  | (not required of jazz piano majors) |  |
| MUTC | 310 | Music Notation | 2 |
| MUTC | 311 | Jazz Theory I | 2 |
| PRF | 101 | Performance Forum | 0.5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Total | 17.5 |
|  |  | With MUTC 107 | 18.5 |


| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 101 | Applied Jazz Major* | I |
| AP** | 101 | Applied Classical Major | I |
| AP** |  | Applied Minor** (jazz piano majors only) | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 203 | History of Western Music I (Domain 2 or 6) | 2 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 108 | Keyboard Harmony II (non-APCP students) | । |
|  |  | (not required of jazz piano majors) |  |
| MUTC | 109 | EarTraining* | 2 |
| MUTC | 312 | Jazz Theory II | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 14.5 |
|  |  | With MUTC 108 | 15.5 |
| 2nd year - Fall |  |  |  |
| AP** | 201 | Applied Jazz Major* | I |
| AP** | 201 | Applied Classical Major | I |
| AP** |  | Applied Minor* (jazz piano and saxophone majors only) | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 151 | Recording Systems: Design and Application I | 2 |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| MUTC | 203 | Intermediate Aural Skills | I |
| MUTC | 205 | Intermediate Sightsinging | I |
| PRF | 201 | Health Issues for Artists | . 5 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) (Recommended: MCOM I 50 Principles of Public Speaking) | 3 |
|  |  | Total | 15.5 |
| 2nd year - Spring |  |  |  |
| AP** | 201 | Applied Jazz Major* | I |
| AP** | 201 | Applied Classical Major | I |
| AP** |  | Applied Minor* (jazz piano and saxophone majors only) | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 204 | History of Western Music II (Domain 6) | 2.5 |
| MULT | 432 | Jazz History ${ }^{\text {(ALT) }}$ | 2 |
| MUTC | 202 | 20th Century Theory | 2 |
| MUTC | 204 | Advanced Aural Skills | 1 |
| MUTC | 206 | Advanced Sightsinging | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 14 |

3rd year - Fall

| AP*** 303Applied Jazz Major* <br> Applied Minor* | 3 |
| :--- | :--- | :--- |


| MUCO $361 \quad$ Beginning Choral and Instrumental Conducting* | 1.5 |
| :--- | :--- | :--- |

MUEN Ensemble+ (Domain 2) 2
$\begin{array}{llll}\text { MULT } 205 & 2.5\end{array}$
MULT World Music Elective I
MUPP 303 Pedagogy of Jazz Teaching Techniques ${ }^{(\text {ALT })}$ |
MUTC 419 MIDI and Electronic Music 2
MUTC 421 Arranging 2
PRF IOI Performance Forum . 5
Total 16.5
3rd year - Spring
AP** 303 Applied Jazz Major* 3
AP*** Applied Minor* I
MUEN Ensemble+ (Domain 2) 2

MUPP 338 Business of Studio Teaching(ALT) I
MUPP 341 Half Recital* |
MUPP Jazz Repertoire ${ }^{(\text {ALT) }} 343$ I
MUTC 420 Electronic Music Synthesis I
MUTC 422 Instrumentation 2
PRF IOI Performance Forum . 5
Moral Reasoning Elective (Domain 5) 3
Total 15.5
$\begin{array}{lrr}\text { 4th year - Fall } \\ \text { AP*** } & 403 & \text { Applied Jazz Major* }\end{array}$
AP** Applied Minor* I
MUEN Ensemble+ (Domain 2) 2
MUTC 4I3 Jazz Arranging and Composition 2
Quantitative Literacy Elective (Domain 3) 3
The Nature of Science Elective (Domain 4) 3
Total 14

4th year - Spring
AP*** Applied Jazz Major** 3
AP*** Applied Minor* ${ }^{*}$
MUEN Ensemble+ (Domain 2) 2
MUPP 440 Full Recital* 2
MUTC 414 Advanced Jazz Arranging and Composition ${ }^{(A L T)} 2$
General Education Elective (Select from Domains I, 3, 4, 5, 6 or 7) 3
Total 13
Degree Total 120.5
Degree Total with MUTC I07-MUTC $108 \quad 122.5$
*Minimum grade of "C" required.
+Ensemble Requirements for Percussion, Saxophone, Trombone and Trumpet Jazz Applied Majors: I 6 total credits required. Twelve credits of large ensemble, two credits of either large or small ensemble, and two completions of MUEN 375 Jazz Combo: Improvisation Laboratory are required on student's major instrument.

Ensemble Requirements for Bass (Electric and Jazz), Guitar and Piano Jazz Applied Majors: 16 total credits required. Eight credits of large ensemble, four credits of small ensemble, two credits of large or small ensemble and two completions of MUEN 375 Jazz Combo: Improvisation Laboratory are required on student's major instrument.
(ALT) Offered on alternating schedule; consult with advisor.

## Applied Music Sequences <br> Applied Major - All Instruments

Semesters I and 2: AP** I0I, jazz, I credit, plus AP** I0I, classical, I credit
Semesters 3 and 4: AP** 20I, jazz, I credit, plus AP** 20I, classical, I credit
Applied classical major must be taken for 4 consecutive semesters concurrently with applied jazz major.
Semesters 5 and 6: AP** 303, jazz, 3 credits
Semesters 7 and 8: AP** 403, jazz, 3 credits
Minor study for Bass (Electric and Jazz), Percussion, Trombone and Trumpet Jazz Majors
Semesters I through 4:APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits,
Semesters 5 and 6: APJK 101 Jazz Piano, 2 credits
Semesters 7 and 8: APJK 201 Jazz Piano, 2 credits

## Minor study for Jazz Guitar Majors

Semesters I through 4:APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits,
Semesters 5 and 6: APJK IOI Jazz Piano, 2 credits
Semesters 7 and 8: Applied Jazz or Classical Study, 2 credits
(must be same instrument both semesters)

## Minor study for Jazz Saxophone Majors

Semesters I and 2: APCP I05-APCP 106 or APPN I0I, 2 credits
Semesters 3 and 4: APCL 101 Applied Clarinet, 2 credits
Semesters 5 and 6: APFL 101 Applied Flute, 2 credits
Semesters 7 and 8: APJK IOI Jazz Piano, 2 credits

## Minor study for Jazz Piano Majors

Semesters I and 2: APPD I0| Applied Perf. Dev., 2 credits
Semesters 3 and 4: APPD 201 Applied Perf. Dev., 2 credits
Semesters 5 and 6: APPD 301 Applied Perf. Dev., 2 credits
Semesters 7 and 8: APPD 401 Applied Perf. Dev., 2 credits

Duration requirements in applied jazz study: all duration requirements must be met fully. Credit from previous study may not be consolidated nor spread to meet duration requirements.

## Bachelor of Music in Music Education

Jeffrey Marlatt, Associate Professor of Music

Ruebush Hall, Room 216, (540) 545-7349, jmarlatt@su.edu
The Bachelor of Music in Music Education degree is designed for students who plan to teach music in the public schools and seek licensure as a qualified music teacher by a state department of public instruction. Students complete courses in music, music teaching techniques, and general education studies to fulfill requirements for the K-I 2 Virginia music teaching license. The undergraduate program includes a balanced and sequential combination of courses and performance experiences designed to foster and develop skills as musicians and teachers, and prepare students for successful careers in teaching.

Students who complete the undergraduate curriculum and state-prescribed tests select either choral/general music or instrumental music to qualify for the K-I 2 Virginia music teaching license. Dual licensure (both choral/general and instrumental) is available for students who complete additional music education coursework. Licensure in other states is available through reciprocity agreements.

## Program Objectives

Students completing the Bachelor of Music in Music Education will be able to:

- demonstrate musicianship in solo and ensemble performance;
- demonstrate the ability to write lesson plans and create learning experiences for students;
- demonstrate a variety of teaching techniques for the elementary and secondary music classrooms;
- demonstrate the ability to lead a class or ensemble;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Admission

Students are admitted to the Bachelor of Music in Music Education degree program based on the entrance criteria established by the university and Conservatory. Students follow the course of study published in the Shenandoah University Undergraduate Catalog for the year of entrance to the university.

All initial licensure teaching education programs at Shenandoah University require that the Praxis I, Math Exam must be passed before admission to candidacy in teacher education programs. BME students who do not pass the Praxis I, Math Exam may be granted permission to pursue alternate routes to candidacy as stated in the Bachelor of Music in Music Education Handbook. Students are admitted to candidacy following successful completion of the screening interview conducted at the end of the sophomore year. These screening interviews assess academic, personal and professional progress. BME students must pass the Virginia Literacy Communication Assessment (VCLA) prior to the screening interview. Specific requirements for the screening interview are found in the Bachelor of

Music in Music Education Handbook. Upon successful completion of the screening interview, BME students are admitted as candidates to the teacher education licensure program. Students who do not satisfy the screening interview requirements are not admitted into 300- or 400-level music education (MUED) courses.

## Statement of Purpose

The purpose of the Bachelor of Music in Music Education program is to provide professional preparation and educational experiences that culminate in directed teaching and the awarding of the baccalaureate degree. The curriculum is designed to develop the musician and educator in the distinctive Conservatory setting while meeting the standards for teacher licensure established by the Commonwealth of Virginia.

## Areas of Concentration

The Bachelor of Music in Music Education curriculum is offered with instrumental or choral/general concentrations. Students wishing to be licensed in both the instrumental and choral/general areas must complete additional credit hours in the second area of concentration.

Areas of concentration are based on the student's applied major. Students with applied majors in traditional band and orchestral instruments enroll in the instrumental concentration, and students with an applied major of voice enroll in the choral/general concentration. Applied piano and guitar majors may choose the instrumental or choral/general concentration depending on their previous musical experience and career goals.

A student majoring in choral/general music education, who wants to receive additional licensure endorsement in instrumental music education, will be required to take

- 10 credit hours in instrumental methods and materials (MUED 329, MUED 330, MUPP 313, MUPP 314, MUPP 316 and MUPP 318);
- four credit hours of major instrumental ensemble; and
- either MUED 324 Marching Band Techniques or MUCO 364 Instrumental Conducting.

A student majoring in instrumental music education who wants to receive additional licensure endorsement in choral/general music education, is required to take

- 10 credit hours in choral/general methods and materials (MUED 321, MUED 322, MUED 323, MUED 333);
- four credit hours of major choral ensemble; and
- four credit hours selected from MUPP 260 Introduction to Lyric Diction, MUCO 363 Choral Conducting, MUED 325 Jazz and Show Choir Methods or MUPP 304 American Orff and Folk Instruments.

Students seeking dual licensure must participate in an ensemble which represents the secondary area of licensure for at least two semesters. During semesters of additional licensure-required courses, additional fees may apply.

## Directed Teaching in Music

Directed Teaching in Music is required during the final year of the Bachelor of Music in Music Education curriculum. Students must apply through the Director of Music Education during the semester preceding the anticipated directed teaching experience. To be accepted for directed teaching, the student must have a minimum cumulative grade point average of 2.5 and submit passing Praxis II scores.

In addition, all courses that are prerequisite to directed teaching (see degree requirements) must be passed with a minimum grade of "C" or repeated until a grade of "C" has been earned. Note university policy provides that a student may attempt a course a maximum of three times. See "Repeating Courses" under Academic Policies in this catalog. The content of each prerequisite course is stated in course syllabi and is evaluated and graded so a grade of "C" certifies the student has mastered the minimum skills necessary to succeed in teaching.

Instrumental concentration students must complete MUED 329 Instrumental Music Methods and Materials I and MUED 330 Instrumental Music Methods and Materials II at Shenandoah University prior to directed teaching. Choral/General concentration students must complete MUED 321 Pre-School and Elementary Choral/General Music Methods, MUED 322 Middle School Choral/General Music Methods, and MUED 323 High School Choral/General Music Methods at Shenandoah University prior to directed teaching. In applied music, the student must complete AP** 302 before undertaking directed teaching. Bachelor of Music Education students must also pass the Praxis II Music Content Test prior to directed teaching.

Pre-directed teaching observation of elementary and secondary music classes is required of all music education students. Observations must include hours in both elementary and secondary settings. The total observation requirement must be completed prior to admission to directed teaching.

Complete forms and information concerning pre-directed teaching observations, personal and competency screening (public speaking and technology), and directed teaching application are included in the Bachelor of Music in Music Education Handbook.

## Course and Credit Requirements for the Bachelor of Music in Music Education Degree - Instrumental Applied Emphasis

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 102 | Applied Major* | 2 |
| AP** |  | Applied Minor | \| |
| MUED | 130 | Orientation to Music Education* |  |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 313 | Percussion Teaching Techniques* | 1 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| PRF | 101 | Performance Forum | . 5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Total | 18.5 |


| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 102 | Applied Major* | 2 |
| AP** |  | Applied Minor | 1 |
| MUED | 135 | Foundations of Education in Music* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 203 | History of Western Music I (Domain 2 or 6) | 2 |
| MUPP | 314 | String Teaching Techniques* | 1 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 109 | EarTraining* | 2 |
| PRF | 101 | Performance Forum | . 5 |
| PSY | 101 | General Psychology (Domain 6) | 3 |
|  |  | Total | 18.5 |
| 2nd year - Fall |  |  |  |
| AP** | 202 | Applied Major* | 2 |
| $A P^{* *}$ |  | Applied Minor | 1 |
| MUED | 235 | Reading and Literacy in Music* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 233 | Voice Class | I |
| MUPP | 316 | Woodwind Teaching Techniques I* | \| |
| MUTC | 201 | Chromatic Harmony and Compound Forms* | 3 |
| MUTC | 203 | Intermediate Aural Skills | 1 |
| MUTC | 205 | Intermediate Sightsinging | 1 |
| PRF | 201 | Health Issues for Artists | . 5 |
| PSY | 220 | Child Development | 3 |
|  |  | Total | 17.5 |
| 2nd year - Spring |  |  |  |
| AP** | 202 | Applied Major* | 2 |
| AP** |  | Applied Minor | 1 |
| MUED | 236 | Introduction to Curriculum and Assessment in Music Education* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 204 | History of Western Music II* (Domain 6) | 2.5 |
| MUPP | 317 | Woodwind Teaching Techniques II* | \| |
| MUTC | 202 | 20th Century Theory | 2 |
| MUTC | 204 | Advanced Aural Skills* | 1 |
| MUTC | 206 | Advanced Sightsinging* | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | (Recommended: PHYS I03 Acoustics) |  |
|  |  | Total | 18 |


| 3rd year - Fall |  |  |  |
| :--- | ---: | :--- | ---: |
| AP** | 302 | Applied Major* | 2 |
| APCP | 305 | Advanced Piano and Keyboard Harmony Skills | । |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUED | 329 | Instrumental Music Methods and Materials I* | 3 |
| MUED | 333 | Field Experience I* | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III* | 2.5 |
| MUPP | 303 | Pedagogy of Jazz Teaching Techniques*(ALT) | । |
| MUPP | 318 | Brass Teaching Techniques I* | । |
| MUTC | 421 | Arranging | 2 |
| PRF | IOI | Performance Forum | .5 |
|  |  | Total | 17.5 |

3rd year - Spring

| AP** | 302 | Applied Major* | 2 |
| :--- | :--- | :--- | ---: |
| APCP | 306 | Score Reading* | । |
| MUCO | 364 | Instrumental Conducting* | 1.5 |
| MUED | 330 | Instrumental Music Methods and Materials II* | 3 |
| MUED | 334 | Field Experience II* | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 319 | Brass Teaching Techniques II* | । |
| MUTC | 422 | Instrumentation | 2 |
| PRF | 101 | Performance Forum | .5 |
|  |  | Total | 14 |


| 4th year - Fall |  | 2 |  |
| :--- | ---: | :--- | ---: |
| AP** | 402 | Applied Major* | 2 |
| MUED | 324 | Marching Band Techniques(ALT) | 2 |
| MUEN |  | Ensemble+ (Domain 2) | I |
| MUPP 320 | Guitar Class | । |  |
| MULT |  | World Music Elective | 3 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) | 3 |
|  | (Recommended: MCOM I50 Principles of Public Speaking) |  |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |

4th year - Spring
MUED 421 Directed Teaching in Elementary School 5
MUED 422 Directed Teaching in Secondary School 5
MUED 423 Student Teaching Seminar 2
Total 12
Degree Total 130
*Minimum grade of " $C$ " required.
+Fourteen total credits of large and/or small ensemble are required as assigned.
(ALT) Offered on alternating schedule; consult with advisor.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.
All double reed majors may elect to register for MUPP 24I Oboe Reed Making (.5 credit) or MUPP 242
Bassoon Reed Making (. 5 credit) in addition to the applied lesson.
Applied Music MinimumsApplied Major: 7 consecutive semesters, AP** I02-AP** 402.Applied Minor (non-piano or organ major): 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 20I.
Applied Minor (piano or organ major): 4 consecutive semesters, AP** I0I-AP** 201 in a single band ororchestral instrument, classical idiom.
Requirements for the Bachelor of Music in Music Education Degree - Choral/General Applied Emphasis
Ist year - Fall
AP*** 102 Applied Major* ..... 2
AP** Applied Minor ..... |
MUED 130 Orientation to Music Education* ..... ।
MUEN Ensemble+ (Domain 2) ..... 2
MUTC I0I Introduction to Music Theory* ..... 2
PRF IOI Performance Forum .....  5
ENG 101 Composition (Domain I) ..... 3
FYS IOI Going Global: First-Year Seminar (Domain 7) ..... 3
Quantitative Literacy Elective (Domain 3) ..... 3
Total ..... 17.5
Ist year - Spring
AP*** 102 Applied Major* ..... 2
AP*** Applied Minor ..... |
MUED 135 Foundations of Education in Music* ..... 2
MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History of Western Music I (Domain 2 or 6) ..... 2
MULT World Music Elective ..... I
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 109 EarTraining* ..... 2
PRF IO| Performance Forum .....  5
PSY IO| General Psychology (Domain 6) ..... 3
Total ..... 18.5
2nd year - Fall
AP*** 202 Applied Major* ..... 2
AP** Applied Minor ..... I
MUED 235 Reading and Literacy in Music* ..... 2
MUEN Ensemble+ (Domain 2) ..... 2
MUPP 320 Guitar Class ..... |
MUTC 201 Chromatic Harmony and Compound Forms* ..... 3
MUTC 203 Intermediate Aural Skills ..... |
MUTC 205 Intermediate Sightsinging ..... I
PRF 201 Health Issues for Artists .....  5
PSY 220 Child Development ..... 3
Total ..... 16.5

## 2nd year - Spring

AP** 202 Applied Major* 2
AP** Applied Minor I
MUED 236 Introduction to Curriculum and Assessment in Music Education* 2

MUED 325 Jazz and Show Choir Methods* I
MUEN Ensemble+ (Domain 2) 2
MUPP 260 Introduction to Lyric Diction 2
MULT 204 History of Western Music II* (Domain 6) 2.5
MUTC 202 20th Century Theory 2
MUTC 204 Advanced Aural Skills* ।
MUTC 206 Advanced Sightsinging* I
PRF IOI Performance Forum . 5
Total 17

3rd year - Fall
AP** 302 Applied Major* 2

APCP 305 Advanced Piano and Keyboard Harmony Skills I
MUCO 36I Beginning Choral and Instrumental Conducting* I.5
MUED $321 \quad$ Pre-school and Elementary Choral/General Music Methods* 3
MUED 333 Field Experience I* I
MUEN Ensemble+ (Domain 2) 2
MULT 205 History of Western Music III** 2.5
MUTC 421 Arranging 2
PRF IOI Performance Forum . 5
Total 15.5

3rd year - Spring
AP*** 302 Applied Major* 2
APCP 306 Score Reading* I
$\begin{array}{lll}\text { MUCO } 363 \text { Choral Conducting* } & \text { I.5 }\end{array}$
MUED 322 Middle School Choral/General Music Methods* 3
MUED 334 Field Experience II* I
MUEN Ensemble+ (Domain 2) 2
MUPP 304 American Folk and Orff Instruments* I
MUTC 422 Instrumentation 2
PRF IO1 Performance Forum . 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended: MCOM I 50 Principles of Public Speaking)
Total

4th year - Fall
AP*** 402 Applied Major* 2
APCP 405 Keyboard Skills for Music Educators I
MUED 323 High School Choral/General Music Methods* 3
MUED 335 Field Experience III* ।
MUEN Ensemble+ (Domain 2) 2
The Nature of Science Elective (Domain 4) 3
(Recommended: PHYS I03 Acoustics)
Moral Reasoning Elective (Domain 5) 3
Total 15
4th year - Spring
MUED 421 Directed Teaching in Elementary Music ..... 5
MUED 422 Directed Teaching in Secondary Music ..... 5
MUED 423 Student Teaching Seminar ..... 2
Total ..... 12
Degree Total ..... 129

*Minimum grade of " $C$ " required.
+Fourteen total credits of large and/or small ensemble are required as assigned.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.

## Applied Music Minimums

Applied Major: 7 consecutive semesters, AP** I02-AP** 402.
Applied Piano Minor (non-piano major): 4 consecutive semesters, APCP I05-APCP 206 or APPN I0IAPPN 201.
Applied Voice Minor (piano major): 4 consecutive semesters, APVO I0I-APVO 20 I.

## Bachelor of Music in Musical Theatre Accompanying

Karen Keating, Professor of Music
Ruebush Hall, Room I 38, (540) 665-464 I, kkeating@su.edu
The Bachelor of Music in Musical Theatre Accompanying curriculum prepares talented pianists to be collaborative performers with singers and instrumentalists in all styles of popular musical theatre.

## Program Objectives

Students completing the Bachelor of Music in Musical Theatre Accompanying will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform in a variety of settings;
- demonstrate the ability to lead a rehearsal;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Musical Theatre Accompanying Degree

Ist year - Fall
APPN 102 Applied Piano* 2

APVO IOI AppliedVoice I
DAPE Dance Technique Elective - Ballet I
MUEN Ensemble+ (Domain 2) I
MUPP 260 Introduction to Lyric Diction 2
MUTC IOI Introduction to Music Theory* 2
MUTC 107 Keyboard Harmony I I
PRF IOI Performance Forum . 5
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
$\begin{array}{ll}\text { Total } & 16.5\end{array}$

Ist year - Spring
APPN 102 Applied Piano* 2
APVO I01 AppliedVoice I
MUEN Ensemble+ (Domain 2) I
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II I
MUTC 109 EarTraining* 2
PRF IO1 Performance Forum . 5
The Nature of Science Elective (Domain 4) 3
Total 15.5

## 2nd year - Fall

| APPN | 202 | Applied Piano* | 2 |
| :--- | :--- | :--- | ---: |
| APJK | 101 | Applied Jazz Piano | \| |
| APVO | 201 | AppliedVoice | \| |
| DAPE |  | Dance Technique Elective - Jazz | \| |
| MUEN |  | Ensemble+ (Domain 2) | । |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| MUTC | 203 | Intermediate Aural Skills | । |
| MUTC | 205 | Intermediate Sightsinging | । |
| PRF | 201 | Health Issues for Artists | .5 |
| TH | 101 | Basic Acting (Domain I) | 3 |
|  |  | General Education Elective (Select from Domains 3, 4, 5, 6 or 7) | 3 |
|  |  | Total | 17.5 |

2nd year - Spring
APPN 202 Applied Piano* 2
APJK IOI Applied Jazz Piano I
APVO 201 AppliedVoice I
MUEN Ensemble+ (Domain 2) I
MULT 204 History ofWestern Music II (Domain 6) ..... 2.5
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... |
MUTC 206 Advanced Sightsinging ..... I
PRF IOI Performance Forum .....  5
TH 102 Acting Techniques ..... 3
Total ..... 15
3rd year - Fall
APAC 302 Applied Accompanying* ..... 2
APCP 305 Advanced Piano and Keyboard Harmony Skills ..... ।
APJK 201 Applied Jazz Piano ..... I
MUCO 36I Beginning Choral and Instrumental Conducting* ..... 1.5
MUEN Ensemble+ (Domain 2) ..... I
MULT 205 History of Western Music III ..... 2.5
MULT 355 American Musical Theatre I ..... 3
MULT World Music Elective ..... |
PRF IOI Performance Forum .....  5
Total ..... 13.5
3rd year - Spring
APAC 302 Applied Accompanying* ..... 2
APCP 306 Score Reading ..... I
APJK 201 Applied Jazz Piano ..... I
MUCO 363 Choral Conducting ..... 1.5
MUCO 364 Instrumental Conducting ..... 1.5
MUEN Ensemble+ (Domain 2) ..... |
MULT 356 American Musical Theatre II ..... 3
PRF IOI Performance Forum ..... 0.5
TH 203 Acting Through Song ..... 3
Total ..... 14.5

| 4th year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APAC | 402 | Applied Accompanying* | 2 |
| DAPE |  | Dance Technique Elective - Tap | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 1 |
| MUPP | 440 | Full Recital** | 2 |
| MUTC | 401 | Form and Analysis I | 2 |
| MUTC | 421 | Arranging | 2 |
| TH | 403 | Advanced Acting Through Song I (serving as accompanist) | 3 |
|  | or |  |  |
| TH | 404 | Advanced Acting Through Song II (serving as accompanist) |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 16 |
| 4th year - Spring |  |  |  |
| APAC | 402 | Applied Accompanying* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 1 |
| MUPP | 433 | Anatomy and Function of the Singing Voice ${ }^{(A L T)}$ | 3 |
| MUPP | 440 | Full Recital*\# | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
| MUTC | 422 | Instrumentation | 2 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Total | 15 |
|  |  | Degree Total | 123.5 |

*Minimum grade of " C " required.
+Eight total ensemble credits required. Participation includes serving as accompanist for choral ensembles, jazz ensembles, accompanying ensemble and theatre productions. At least two credits must be earned as accompanist for theatre productions.
(ALT) Offered on alternating schedule; consult with advisor..
\#Recitals are to be fulfilled by accompanying the main stage or second stage musical, Senior Repertoire and Industry Showcase, or the opera.

## Applied Music Sequence

## Applied Piano Major

Semesters I and 2:APPN 102 Applied Piano, 2 credits
Semesters 3 and 4:APPN 202 Applied Piano, 2 credits, plus APJK IOI,Applied Jazz Piano, I credit
Semesters 5 and 6: APAC 302 Applied Accompanying, 2 credits, plus APJK 20I, Applied Jazz Piano, I credit
Semesters 7 and 8: APAC 402 Applied Accompanying, 2 credits
Applied Voice Minor
Semesters I and 2:APVO 101 , I credit
Semesters 3 and 4:APVO 20I, I credit

## Bachelor of Music in Performance

Vocal: Karen Keating, Professor of Music
Ruebush Hall, Room I 38, (540) 665-464 I , kkeating@su.edu
Instrumental: Robert Larson, Associate Professor of Music
Armstrong Hall, Room I8-E, (540) 665-4557, rlarson@su.edu
Keyboard: Elizabeth Caluda, Professor of Music
Ruebush Hall, Room 240, (540) 665-4629, ecaluda@su.edu
The Bachelor of Music in Performance curriculum is designed for the exceptionally talented performer seeking a career in their field as a private teacher, college teacher or concert artist. The student aspiring to college teaching or concertizing should realize the exacting standards required for such a career. The student who hopes to achieve professional status should plan to continue study at the graduate level.

## Program Objectives

Students completing the Bachelor of Music in Performance degree will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Performance Degree Guitar Applied Emphasis

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APGT | 103 | Applied Guitar* | 3 |
| $A P^{* *}$ |  | Applied Piano Minor | । |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTC | 107 | Keyboard Harmony I (non-APCP students) | I |
| PRF | 101 | Performance Forum | . 5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Total | 17.5 |
|  |  | With MUTC 107 | 18.5 |

## Ist year - Spring

| APGT $103 \quad$Applied Guitar* <br> AP** | 3 |
| :--- | :--- | :--- |

MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History of Western Music I (Domain 2 or 6) ..... 2
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 108 Keyboard Harmony II (non-APCP students) ..... I
MUTC 109 EarTraining* ..... 2
PRF |0| Performance Forum .....  5
The Nature of Science Elective (Domain 4) ..... 3
Total ..... 16.5
With MUTC I 08 ..... 17.5
2nd year - Fall
APGT 203 Applied Guitar* ..... 3
AP** Applied Piano Minor ..... |
MUEN Ensemble+ (Domain 2) ..... 2
MUTC 20I Chromatic Harmony and Compound Forms ..... 3
MUTC 203 Intermediate Aural Skills ..... |
MUTC 205 Intermediate Sightsinging ..... |
PRF 20। Health Issues for Artists .....  5
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 14.5
2nd year - Spring
APGT 203 Applied Guitar* ..... 3
AP** Applied Piano Minor ..... |
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History of Western Music II (Domain 6) ..... 2.5
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... ।
MUTC 206 Advanced Sightsinging ..... |
PRF I0। Performance Forum .....  5
Effective Communication, Oral Communication Elective (Domain I) ..... 3
(Recommended: MCOM I 50 Principles of Public Speaking)
Total ..... 16
3rd year - Fall
APGT 303 Applied Guitar* ..... 3
MUCO 361 Beginning Choral and Instrumental Conducting* ..... 1.5
MUEN Ensemble+ (Domain 2) ..... 2
MULT 205 History of Western Music III ..... 2.5
MULT 435 Guitar Literature I (ALT) ..... 2
MUPP 403 Guitar Pedagogy(ALT) ..... 2Music Elective (may include content, performance orskill-based instruction)
or
MUEN 368 Chamber Music Ensemble (required if assigned)
PRF I0| Performance Forum .....  5
Total ..... 14.5

| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| APGT | 303 | Applied Guitar* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 436 | Guitar Literature I\|(ALT) | 2 |
| MULT |  | World Music Elective | । |
| MUPP | 341 | Half Recital* | 1 |
| MUTC | 408 | 1 6th Century Counterpoint ${ }^{\text {(ALT) }}$ | 2 |
|  | or |  |  |
| MUTC | 409 | 1 8th Century Counterpoint ${ }^{\text {(ALT) }}$ |  |
|  |  | Music Elective (may include content, performance or skill-based instruction) | 1 |
|  | or |  |  |
| MUEN | 368 | Chamber Music Ensemble (required if assigned) |  |
| PRF | 101 | Performance Forum | . 5 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5, 6 or 7) | 3 |
|  |  | Total | 15.5 |
| 4th year - Fall |  |  |  |
| APGT | 403 | Applied Guitar* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 401 | Form and Analysis I | 2 |
| MUTC |  | Music Theory Elective | 2 |
|  |  | Music Elective (may include content, performance or skill-based instruction) | 1 |
|  | or |  |  |
| MUEN | 368 | Chamber Music Ensemble (required if assigned) |  |
|  |  | Music Elective(s) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
|  |  | Total | 12 |
| 4th year - Spring |  |  |  |
| APGT | 403 | Applied Guitar* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 401 | Symphonic Literature ${ }^{(\text {ALT })}$ | 3 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective (may include content, performance or skill-based instruction) | I |
|  | or |  |  |
| MUEN | 368 | Chamber Music Ensemble (required if assigned) |  |
|  |  | Open Elective(s) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
|  |  | Total | 15 |
|  |  | Degree Total | 121.5 |
|  |  | Degree Total with MUTC I07-MUTC I08 | 123.5 |

*Minimum grade of " $C$ " required.
+Sixteen total credits of large and/or small ensemble are required as assigned.
(ALT) Offered on alternating schedule; consult with advisor.

## Applied Music Minimums

Applied Guitar Major: 8 consecutive semesters, APGT I03-APGT 403.
Applied Piano Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 201.

## Course and Credit Requirements for the Bachelor of Music in Performance Degree Piano Applied Emphasis

Ist year - Fall
APPN 103 Applied Piano* 3
AP** IO1 Applied Minor I

MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MUTC IOI Introduction to Music Theory* 2
MUTC 107 Keyboard Harmony I I
PRF IOI Performance Forum . 5
ENG IO| Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Quantitative Literacy Elective (Domain 3) 3
Total 18.5

Ist year - Spring
APPN 103 Applied Piano* 3
AP** IOI Applied Minor I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II ।
MUTC 109 EarTraining* 2
PRF IOI Performance Forum . 5
The Nature of Science Elective (Domain 4) 3
Total 17.5

2nd year - Fall
APPN 203 Applied Piano* 3
AP** 201 Applied Minor I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MUPP 330 Repertoire for Piano Ensemble ${ }^{\text {(ALT) }} 2$
MUPP 332 Piano Pedagogy ${ }^{\text {(ALT) }} 2$
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills |
MUTC 205 Intermediate Sightsinging I
PRF 201 Health Issues for Artists . 5
Total 15.5

2nd year - Spring
APPN 203 Applied Piano* 3
AP** 201 Applied Minor I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MULT $204 \quad$ History of Western Music II (Domain 6) 2.5
MUTC 202 20th Century Theory 2
MUTC 204 Advanced Aural Skills I
MUTC 206 Advanced Sightsinging |
PRF IO1 Performance Forum . 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended: MCOM I50 Principles of Public Speaking)
Total

| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APPN | 303 | Applied Piano* | 3 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MULT | 411 | Piano Literature I ${ }^{\text {(ALT) }}$ | 2 |
| MUPP | 341 | Half Recital* | \| |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective | 3 |
|  |  | (Select from any contemporary language that is both written and spoken.) |  |
|  |  | Total | 15.5 |
| 3rd year - Spring |  |  |  |
| APPN | 303 | Applied Piano* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 412 | Piano Literature II(ALT) | 2 |
| MULT |  | World Music Elective | । |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective | 3 |
|  |  | (Select from any contemporary language that is both written and spoken.) |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 14.5 |
| 4th year - Fall |  |  |  |
| APPN | 403 | Applied Piano* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MUPP | 336 | Supervised Private Teaching | 3 |
| MUTC | 401 | Form and Analysis I | 2 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5 or 6) | 3 |
|  |  | Total | 13 |
| 4th year - Spring |  |  |  |
| APPN | 403 | Applied Piano* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 434 | The Piano in Chamber Literature ${ }^{\text {(ALT) }}$ | 2 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective(s) | 2 |
|  |  | (not to include performance or skill-based instruction) |  |
|  |  | Total | 13 |
|  |  | Degree Total | 123.5 |
| mum grade | " "C" rer |  |  |

+Sixteen total ensemble credits to be earned in MUEN 323, Accompanying Ensemble.
(ALT) Offered on alternating schedule; consult with advisor..

## Applied Music Minimums

Applied Piano Major: 8 consecutive semesters, APPN I03-APPN 403.
Applied Minor: 4 consecutive semesters in a single classical keyboard instrument, AP** I0I-AP** 201 .

## Course and Credit Requirements for the Bachelor of Music in Performance Degree Organ Applied Emphasis

Ist year - Fall
APOG 103 Applied Organ* 3
APPN IOI Applied Piano I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MUTC IOI Introduction to Music Theory* 2
MUTC 107 Keyboard Harmony I I
PRF IOI Performance Forum . 5
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15.5

Ist year - Spring
APOG 103 Applied Organ* 3
APPN IOI Applied Piano I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II I
MUTC 109 EarTraining* 2
PRF IOI Performance Forum . 5
The Nature of Science Elective (Domain 4) 3
Total 17.5

2nd year - Fall
APOG 203 Applied Organ* 3
APPN 201 Applied Piano I
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
332 Piano Pedagogy ${ }^{\text {(ALT) }} 2$
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills ।
MUTC 205 Intermediate Sightsinging I
PRF 201 Health Issues for Artists . 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended: MCOM I50 Principles of Public Speaking)
Total

## 2nd year - Spring

APOG 203 Applied Organ* 3
APPN 201 Applied Piano ।
MUEN 323 Accompanying Ensemble+ (Domain 2) 2
MULT $204 \quad$ History of Western Music II (Domain 6) 2.5
MUTC 202 20th Century Theory 2
MUTC 204 Advanced Aural Skills I
MUTC 206 Advanced Sightsinging I
PRF IOI Performance Forum . 5
Quantitative Literacy Elective (Domain 3) 3
$\begin{array}{ll}\text { Total } & 16\end{array}$

| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APOG | 303 | Applied Organ* | 3 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MULT | 407 | Organ Literature I (ALT) | 2 |
| MUPP | 341 | Half Recital* | I |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective | 3 |
|  |  | (French, German or Italian only) |  |
|  |  | Total | 15.5 |
| 3rd year - Spring |  |  |  |
| APOG | 303 | Applied Organ* | 3 |
| MUCO | 363 | Choral Conducting | 1.5 |
|  | or |  |  |
| MUCO | 364 | Instrumental Conducting |  |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 408 | Organ Literature \\|(1/ALT) | 2 |
| MULT |  | World Music Elective | I |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective | 3 |
|  |  | (French, German or Italian only) |  |
|  |  | Total | 13 |
| 4th year - Fall |  |  |  |
| APOG | 403 | Applied Organ* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MUTC | 401 | Form and Analysis I | 2 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5 or 6) | 3 |
|  |  | Total | 13 |
| 4th year - Spring |  |  |  |
| APOG | 403 | Applied Organ* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective(s) |  |
|  |  | (not to include performance or skill-based instruction) | 2 |
|  |  | Open Elective(s) |  |
|  |  | (not to include performance or skill-based instruction) | 2 |
|  |  | Total | 13 |
|  |  | Degree Total | 120 |

*Minimum grade of " C " required.
+Sixteen total ensemble credits to be earned in MUEN 323 Accompanying Ensemble.
(ALT) Offered on alternating schedule; consult with advisor..

## Applied Music Minimums

Applied Organ Major: 8 consecutive semesters, APOG I03-APOG 403.
Applied Piano Minor: 4 consecutive semesters, APPN IOI-APPN 201.

Course and Credit Requirements for the Bachelor of Music in Performance Degree Voice Applied Emphasis
Ist year - Fall
APVO 103
AP***
MUEN

Applied Voice*
MUEN
Applied Piano Minor
|

MUPP 263 Singer's Diction I 2
MUTC I01 Introduction to Music Theory* 2
MUTC 107 Keyboard Harmony I (non-APCP students) I
PRF IOI Performance Forum . 5
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 16.5
With MUTC 107 I7.5

Ist year - Spring
APVO 103 AppliedVoice* 3
AP** Applied Piano Minor I
MUEN Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUPP 264 Singer's Diction II 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II (non-APCP students) I
MUTC 109 EarTraining* 2
PRF IO1 Performance Forum . 5
Quantitative Literacy Elective (Domain 3) 3
Total 18.5
With MUTC $108 \quad 19.5$

2nd year - Fall
APVO 203 AppliedVoice* 3
AP** Applied Piano Minor I
MUEN Ensemble+ (Domain 2) 2
MUPP 225 Opera Stage Training |(ALT) ।
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills I
MUTC 205 Intermediate Sightsinging |
PRF 201 Health Issues for Artists . 5
Foreign Language Elective: French 3
Total 15.5

2nd year - Spring
APVO 203 AppliedVoice* 3
AP** Applied Piano Minor I
MUEN Ensemble+ (Domain 2) 2
MULT $204 \quad$ History of Western Music II (Domain 6) 2.5
MUPP 226 Opera Stage Training II(ALT) I
MUTC 202 20th Century Theory 2
MUTC 204 Advanced Aural Skills |
MUTC 206 Advanced Sightsinging I
PRF IOI Performance Forum . 5
Foreign Language Elective: French or German 3
Total 17

| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| APVO | 302 | Applied Voice* | 2 |
| APAC | 101 | Applied Accompanying | I |
| APCH | 101 | Applied Coaching* | I |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MUPP | 341 | Half Recital* | I |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective: German | 3 |
|  |  | Total | 14.5 |
| 3rd year - Spring |  |  |  |
| APVO | 302 | Applied Voice* | 2 |
| APAC | 101 | Applied Accompanying | I |
| APCH | 101 | Applied Coaching* | \| |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 402 | Oratorio/Choral Literature | 3 |
|  | or |  |  |
| MULT | 420 | Opera Literature ${ }^{(\text {ALT }}$ |  |
| MULT |  | World Music Elective | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective: Italian | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 16.5 |
| 4th year - Fall |  |  |  |
| APVO | 402 | Applied Voice* | 2 |
| APCH | 201 | Applied Coaching* | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 433 | Survey of Vocal Literature ${ }^{\text {(ALT) }}$ | 3 |
| MUTC | 401 | Form and Analysis I | 2 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5 or 6) | 3 |
|  |  | Total | 16 |
| 4th year - Spring |  |  |  |
| APVO | 402 | Applied Voice* | 2 |
| APCH | 201 | Applied Coaching* | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 440 | Full Recital* | 2 |
| MUPP | 433 | Anatomy and Function of the Singing Voice ${ }^{(A L T)}$ | 3 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) (Recommended: MCOM I50 Principles of Public Speaking) | 3 |
|  |  | Total | 15 |
|  |  | Degree Total | 129.5 |
|  |  | With MUTC 107 AND 108 | 131.5 |

[^6](ALT) Offered on alternating schedule; consult with advisor..

## Language Requirements

A minimum of four semesters total. One semester each of French, German and Italian. One additional semester of French or German.

## Applied Music Minimums

AppliedVoice Major: 8 consecutive semesters, APVO I03-APVO 203 plus APVO 302-APVO 402. Applied Piano Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 20 I plus 2 consecutive semesters, APAC IOI.
Applied Vocal Coaching: 4 consecutive semesters, APCH IOI-APCH 201.

## Course and Credit Requirements for the Bachelor of Music in Performance Degree

- Wind, String or Percussion Applied Emphasis

Ist year - Fall
AP** 103 Applied Major** 3
AP** Applied Piano Minor I
MUEN Ensemble+ (Domain 2) 2
MUTC IOI Introduction to Music Theory* 2
MUTC 107 Keyboard Harmony I (non-APCP students) I
PRF IOI Performance Forum . 5
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Quantitative Literacy Elective (Domain 3) 3
Total $\quad 17.5$
With MUTC 107 I8.5

Ist year - Spring
AP** 103 Applied Major* 3
AP** Applied Piano Minor I
MUEN Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MULT World Music Elective ।
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 108 Keyboard Harmony II (non-APCP students) I
MUTC 109 EarTraining* 2
PRF IOI Performance Forum . 5
Total $\quad 14.5$
With MUTC 108 I5.5

2nd year - Fall
AP*** Applied Major** 3
AP** Applied Piano Minor ।
MUEN Ensemble+ (Domain 2) 2
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills I
MUTC 205 Intermediate Sightsinging |
PRF 201 Health Issues for Artists . 5
The Nature of Science Elective (Domain 4) 3
Total 14.5
2nd year - Spring
AP*** 203 Applied Major* ..... 3
AP** Applied Piano Minor ..... ।
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History ofWestern Music II (Domain 6) ..... 2.5
MUTC 202 20th CenturyTheory ..... 2
MUTC 204 Advanced Aural Skills ..... I
MUTC 206 Advanced Sightsinging ..... I
PRF I0। Performance Forum .....  5
Effective Communication, Oral Communication Elective (Domain I) ..... 3
(Recommended: MCOM I50 Principles of Public Speaking)Total16
3rd year - Fall
AP*** 303 Applied Major* ..... 3
MUCO 361 Beginning Choral and Instrumental Conducting* ..... 1.5
MUEN Ensemble+ (Domain 2) ..... 2
MULT 205 History of Western Music III ..... 2.5
Music Elective (may include content, performance or skill-based instruction) ..... |
or
PRF IOI Performance Forum .....  5
General Education Elective (Select from Domains I, 3, 4, 5, 6 or 7 ) ..... 3
Total ..... 13.5
3rd year - Spring
AP*** 303 Applied Major* ..... 3
APTT 101 Applied Teaching Techniques ..... |
MUCO 364 Instrumental Conducting ..... 1.5
MUEN Ensemble+ (Domain 2) ..... 2
MUPP 34I Half Recital* ..... |
MUTC 408 16th Century Counterpoint(ALT) ..... 2
or
MUTC $409 \quad$ I 8th Century Counterpoint ${ }^{(\text {ALT })}$Music Elective (may include content, performance orskill-based instruction)I
or
MUEN 368 Chamber Music Ensemble (required if assigned)
PRF |0| Performance Forum .....  5
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 15

| 4th year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 403 | Applied Major* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT |  | Departmental Literature selected from the following:(ALT) | 3 |
|  |  | MULT 403, Brass Literature |  |
|  |  | MULT 409, Percussion Literature |  |
|  |  | MULT 4I3, Woodwind Literature |  |
|  |  | MULT 4I7, String Literature |  |
| MUTC | 401 | Form and Analysis I | 2 |
| MUTC |  | Music Theory Elective | 2 |
|  |  | Music Elective (may include content, performance or skill-based instruction) | 1 |
|  | or |  |  |
|  |  | MUEN 368 Chamber Music Ensemble (required if assigned) |  |
|  |  | Music Elective(s) (not to include performance or |  |
|  |  | skill-based instruction) | 2 |
|  |  | Total | 15 |
| 4th year - Spring |  |  |  |
| AP** | 403 | Applied Major* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 401 | Symphonic Literature ${ }^{(\text {ALT })}$ | 3 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Music Elective (may include content, performance or skill-based instruction) | 1 |
|  | or |  |  |
|  |  | MUEN 368 Chamber Music Ensemble (required if assigned) |  |
|  |  | Music Elective(s) (not to include performance or |  |
|  |  | skill-based instruction) | 2 |
|  |  | Total | 15 |
|  |  | Degree Total | 121 |
|  |  | With MUTC 107 AND 108 | 123 |

*Minimum grade of "C" required.
+Sixteen total credits of large andlor small ensemble are required as assigned.
(ALT) Offered on alternating schedule; consult with advisor..
All double reed majors may elect to register for MUPP 24I Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (. 5 credit) in addition to the applied lesson.

## Applied Music Minimums

Applied Major: 8 consecutive semesters, AP** I03-AP**403.
Applied Piano Minor: 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 201.

## Bachelor of Music in Collaborative Piano

Elizabeth Temple, Professor of Music
Ruebush Hall, Room 200, (540) 665-4640, etemple@su.edu
The Bachelor of Music in Collaborative Piano curriculum is designed for the talented pianist seeking a career in the fields of chamber music performance and vocal accompanying. The student aspiring to college teaching or concertizing as a collaborative pianist should realize the exacting standards required for such a career. The student who hopes to achieve professional status should plan to continue study at the graduate level.

## Program Objectives

Students completing the Bachelor of Music in Collaborative Piano will be able to:

- demonstrate musicianship in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of instrumental and vocal chamber music settings;
- demonstrate the ability to lead a rehearsal;
- demonstrate knowledge of opera literature, vocal literature and piano chamber literature;
- demonstrate basic knowledge of classical music languages and diction as encountered in standard vocal repertoire;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Music in Collaborative Piano Degree

                Ist year - Fall
                APAC 103 Applied Accompanying* 3
                APHC IOI Applied Harpsichord I
                MUEN 323 Accompanying Ensemble+ (Domain 2) 2
                MUPP 260 Introduction to Lyric Diction 2
                MUTC I01 Introduction to Music Theory* 2
                MUTC 107 Keyboard Harmony I I
                PRF IOI Performance Forum . 5
                ENG IOI Composition (Domain I) 3
                FYS IOI Going Global: First-Year Seminar (Domain 7) 3
                    Total \(\quad 17.5\)
    | Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| APAC | 103 | Applied Accompanying* | 3 |
| APHC | 101 | Applied Harpsichord | 1 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 203 | History of Western Music I (Domain 2 or 6) | 2 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 108 | Keyboard Harmony II | I |
| MUTC | 109 | EarTraining* | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Total | 17.5 |
| 2nd year - Fall |  |  |  |
| APAC | 203 | Applied Accompanying* | 3 |
| AP** |  | Applied Minor | 1 |
|  |  | (Select from additional harpsichord, organ, jazz piano or voice) |  |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 411 | Piano Literature I (ALT) | 2 |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| MUTC | 203 | Intermediate Aural Skills | \| |
| MUTC | 205 | Intermediate Sightsinging | I |
| PRF | 201 | Health Issues for Artists | . 5 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5 or 6) | 3 |
|  |  | Total | 16.5 |
| 2nd year - Spring |  |  |  |
| APAC | 203 | Applied Accompanying* | 3 |
| AP** |  | Applied Minor | 1 |
|  |  | (Select from additional harpsichord, organ, jazz piano or voice) |  |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 204 | History of Western Music II (Domain 6) | 2.5 |
| MULT | 412 | Piano Literature II(ALT) | 2 |
| MUPP | 332 | Piano Pedagogy ${ }^{(A L T}$ ) | 2 |
| MUTC | 202 | 20th Century Theory | 2 |
| MUTC | 204 | Advanced Aural Skills | 1 |
| MUTC | 206 | Advanced Sightsinging | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Total | 17 |
| 3rd year - Fall |  |  |  |
| APAC | 303 | Applied Accompanying* | 3 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MULT | 433 | Survey ofVocal Literature ${ }^{(A L T)}$ | 3 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective (French, German or Italian only) | 3 |
|  |  | Total | 15.5 |


| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| APAC | 303 | Applied Accompanying* | 3 |
| MUCO | 363 | Choral Conducting | 1.5 |
|  | or |  |  |
| MUCO | 364 | Instrumental Conducting |  |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT |  | World Music Elective | \| |
| MUPP | 341 | Half Recital* | 1 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Foreign Language Elective (French, German or Italian only) | 3 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | Total | 15 |
| 4th year - Fall |  |  |  |
| APAC | 403 | Applied Accompanying* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MUPP | 330 | Repertoire for Piano Ensemble ${ }^{\text {(ALT) }}$ | 2 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 401 | Form and Analysis I | 2 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) | 3 |
|  |  | (Recommended: MCOM I50 Principles of Public Speaking) |  |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 17 |
| 4th year - Spring |  |  |  |
| APAC | 403 | Applied Accompanying* | 3 |
| MUEN | 323 | Accompanying Ensemble+ (Domain 2) | 2 |
| MULT | 420 | Opera Literature ${ }^{\text {(ALT) }}$ | 3 |
| MULT | 434 | The Piano in Chamber Literature ${ }^{(\text {ALT }}$ | 2 |
| MUPP | 440 | Full Recital* | 2 |
| MUTC | 402 | Form and Analysis II | 2 |
|  |  | Total | 14 |
|  |  | Degree Total | 130 |

*Minimum grade of " C " required.

+ Sixteen total ensemble credits to be earned in MUEN 323 Accompanying Ensemble.
(ALT) Offered on alternating schedule; consult with advisor.


## Applied Music Minimums

Applied Accompanying: 8 consecutive semesters, APAC I03-APAC 403.
Applied Minor: 2 consecutive semesters, APHC IOI Applied Harpsichord, plus 2 consecutive semesters, APHC 20I,APOG IOI,APJK IOI or APVO IOI.

## Bachelor of Music Therapy

Michael Rohrbacher, Associate Professor of Music
Ruebush Hall, Room 226-A, (540) 665-4560, mrohrbac@su.edu
The Bachelor of Music Therapy curriculum prepares students for careers in which music is used to accomplish therapeutic aims, working with children and adults who require special services because of behavioral, learning, physical or psychological disabilities. Following the awarding of the degree, which includes a culminating internship at a site affiliated with Shenandoah University or approved by the American Music Therapy Association, students are eligible to take the national examination in music therapy administered by the Certification Board for Music Therapists. Upon passing the examination, the credential Music Therapist-Board Certified (MT-BC) is granted.

## Program Objectives

Students completing the Bachelor of Music Therapy will be able to:

- demonstrate musicianship in solo and ensemble performance including non-symphonic instrumental skills;
- demonstrate knowledge of clinical foundations across distinct population groups;
- demonstrate a variety of methods for clinical settings;
- demonstrate the ability to document music therapy services according to assessment, implementation and evaluation;
- demonstrate the ability to implement music therapy services across distinct population groups;
- demonstrate knowledge of music theory, music history, world music and music technology;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Advancement in the Bachelor of Music Therapy Curriculum

Academic, personal and music therapy screening requirements must be met prior to enrollment in upper level music therapy courses. Specific requirements and procedures are available from the director of Music Therapy and are included in the Music Therapy Program Handbook.

A student who has failed a required course in areas of musical foundations, clinical foundations or general education for a second time may not register in Music Therapy courses until a passing grade in the required course is earned.

A student who has failed any three field placement courses, including failure in the repeat(s) of any one field placement course, will be dismissed from the Music Therapy Program.

All required courses in music therapy, musical foundations, clinical foundations and general education at the freshmen level must be completed before enrollment in junior level music therapy courses.

All required music courses at the I00- and 200-level must be completed before enrollment in 400-level music therapy courses.

Competency demonstration in the areas of piano, voice, guitar, non-symphonic instruments and music technology is required during the semester preceding the start of internship. Specific requirements and procedures are available from the director of Music Therapy and are included in the Music Therapy Program Handbook. A minimum grade point average of 2.5 in core Music Therapy courses is required prior to enrollment in the Music Therapy Internship.

## Course and Credit Requirements for the Bachelor of Music Therapy Degree Classical Applied Emphasis

```
Ist year - Fall
```

AP** 102 Applied Major* 2
AP*** Applied Minor ।
MUEN Ensemble+ (Domain 2) 2
MUPP 322 Functional Guitar Skills (non-guitar majors/minors only) |
MUTC IOI Introduction to Music Theory* 2
MUTH 3II Introduction to Music Therapy* 2
PRF IOI Performance Forum . 5
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15.5
Non-Guitar Major/MinorTotal 16.5
Ist year - Spring
AP*** 102 2pplied Major** 2
AP** Applied Minor I
MUEN Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 109 EarTraining* 2
MUTH 312 Music in Therapy* (Domain I) 2
PRF IO1 Performance Forum . 5
PSY IOI General Psychology (Domain 6) 3
Total 17.5
2nd year - Fall
AP*** 202 Applied Major** 2
AP*** Applied Minor I
DAPE Dance Technique Elective |
MUEN Ensemble+ (Domain 2) 2
MULT World Music Elective ।
MUPP 233 Voice Class (non-voice majors/minors only) I
MUTC 201 Chromatic Harmony and Compound Forms 3
MUTC 203 Intermediate Aural Skills I
MUTC 205 Intermediate Sightsinging I
MUTH $321 \quad$ Standards of Clinical Practice* (Domain I) 2
PRF 201 Health Issues for Artists . 5
PSY $325 \quad$ Psychology in the Classroom 3
Total 17.5
$\begin{array}{ll}\text { Non-Voice Major/MinorTotal } & 18.5\end{array}$
2nd year - Spring
AP*** 202 Applied Major* ..... 2
AP*** Applied Minor ..... I
DAPE Dance Technique Elective ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History of Western Music II (Domain 6) ..... 2.5
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... I
MUTC 206 Advanced Sightsinging ..... |
MUTH 322 Music Therapy Methods* ..... 2
MUTH 340 Music Therapy Practicum: Gerontology* ..... 2
PRF IOI Performance Forum .....  5
Total ..... 17
3rd year - Fall
AP*** 302 Applied Major** ..... 2
APCP 305 Advanced Piano and Keyboard Harmony Skills ..... I
MUCO 36I Beginning Choral and Instrumental Conducting* ..... 1.5
MUEN Ensemble+ (Domain 2) ..... 2
MULT 205 History of Western Music III ..... 2.5
MUTC 107 Keyboard Harmony I (non-APCP students) ..... I
MUTH 33I Psychology of Music* ..... 2
MUTH 350 Music Therapy Practicum: Developmental Disabilities* ..... 2
PRF IOI Performance Forum .....  5
PSY 310 Abnormal Psychology ..... 3
Total ..... 16.5
With MUTC 107 ..... 17.5
3rd year - Spring
AP*** 302 Applied Major* ..... 2
MUEN Ensemble+ (Domain 2) ..... 2
MUTH 332 Influence of Music on Behavior* ..... 2
MUTH 440 Music Therapy Practicum: Mental Health* ..... 2
PRF IOI Performance Forum .....  5
Clinical Foundation Elective ..... 3
To be chosen from:
SOC IOI Introduction to Sociology
PSY Elective
ANTH 213 Cultural Anthropology(or additional electives approved by advisor)Quantitative Literacy Elective (Domain 3)3
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 17.5
4th year - Fall
AP*** 402 Applied Major* ..... 2
MUEN Ensemble+ (Domain 2) ..... 2
MUTC 421 Arranging ..... 2
MUTH 40I Music Therapy Seminar* ..... 2
MUTH 450 Music Therapy Practicum: Medicine/Rehabilitation* ..... 2
BIO 23I Human Anatomy and Physiology I (Domain 4) ..... 4
Total ..... 14
4th year - Spring
MUTH 482 Music Therapy Internship** ..... 12 ..... or
MUTH 483 Music Therapy Internship I and ..... 3
MUTH 484 Music Therapy Internship II and ..... 3
MUTH 485 Music Therapy Internship III and ..... 3
MUTH 486 Music Therapy Internship IV ..... 3
Total ..... 12
Degree Total (Non-Guitar or Non-Voice) ..... 129.5
Degree Total (Non-Guitar or Non-Voice) with MUTC I07 ..... 130.5
Degree Total (Guitar or Voice) ..... |28.5
Degree Total with MUTC I 07 (Guitar or Voice) ..... | 29.5

*Minimum grade of " C " required.
+Fourteen total credits of large and/or small ensemble are required as assigned.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists.
All double reed majors may elect to register for MUPP 24I Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (. 5 credit) in addition to the applied lesson.

## Applied Music Minimums

Applied Major: 7 consecutive semesters, AP**। 02-AP**402.
Applied Minor (non-piano major): 4 consecutive semesters, APCP I05-APCP 206 or APPN I0I-APPN 201.
Applied Minor (piano major): 4 consecutive semesters, AP**|01-AP**20I in a single classical or jazz instrument.

## Course and Credit Requirements for the Bachelor of Music Therapy Degree Jazz Applied Emphasis

Jazz Applied Emphasis available in Bass (Electric and Jazz), Guitar, Percussion, Piano, Saxophone, Trombone and Trumpet.

| Ist year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 101 | Applied Jazz Major* | \| |
| $A P^{* *}$ | 101 | Applied Classical Major | I |
| AP** |  | Applied Minor | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUPP | 322 | Functional Guitar Skills (non-guitar majors/minors only) | 1 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTH | 311 | Introduction to Music Therapy* | 2 |
| PRF | 101 | Performance Forum | . 5 |
| ENG | 101 | Composition (Domain I) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Total | 15.5 |
|  |  | Non-Guitar Major Total | 16.5 |

- Spring
AP*** IOI Applied Classical Major ..... |
AP*** Applied Minor ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 203 History ofWestern Music I (Domain 2 or 6) ..... 2
MUTC 102 Diatonic Harmony and Simple Forms* ..... 3
MUTC 109 EarTraining* ..... 2
MUTH 312 Music in Therapy* (Domain I) ..... 2
PRF IOI Performance Forum .....  5
PSY IOI General Psychology (Domain 6) ..... 3
Total ..... 17.5
2nd year - Fall
AP** 201 Applied Jazz Major* ..... I
AP** 201 Applied Classical Major ..... I
AP*** Applied Minor ..... I
DAPE Dance Technique Elective ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT World Music Elective।
MUPP 233 Voice Class ..... I
MUTC 20I Chromatic Harmony and Compound Forms ..... 3
MUTC 203 Intermediate Aural Skills ..... ।
MUTC 205 Intermediate Sightsinging ..... I
MUTH 32I Standards of Clinical Practice* (Domain I) ..... 2
PRF $201 \quad$ Health Issues for Artists .....  5
PSY 325 Psychology in the Classroom ..... 3
Total ..... 18.5
2nd year - Spring
AP** 201 Applied Jazz Major* ..... ।
AP** 201 Applied Classical Major ..... I
AP** Applied Minor ..... I
DAPE Dance Technique Elective ..... I
MUEN Ensemble+ (Domain 2) ..... 2
MULT 204 History of Western Music II (Domain 6) ..... 2.5
MUTC 202 20th Century Theory ..... 2
MUTC 204 Advanced Aural Skills ..... I
MUTC 206 Advanced Sightsinging ..... I
MUTH 322 Music Therapy Methods* ..... 2
MUTH 340 Music Therapy Practicum: Gerontology* ..... 2
PRF IOI Performance Forum .....  5
Total ..... 17

| 3rd year - Fall |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 302 | Applied Jazz Major* | 2 |
| AP** |  | Applied Minor | I |
| APCP | 305 | Advanced Piano and Keyboard Harmony Skills | 1 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| MUTC | 107 | Keyboard Harmony I (non-APCP students) |  |
|  |  | (not required of jazz piano majors) | I |
| MUTH | 331 | Psychology of Music* | 2 |
| MUTH | 350 | Music Therapy Practicum: Developmental Disabilities* | 2 |
| PRF | 101 | Performance Forum | . 5 |
| PSY | 310 | Abnormal Psychology | 3 |
|  |  | Total | 17.5 |
|  |  | With MUTC 107 | 18.5 |
| 3rd year - Spring |  |  |  |
| AP** | 302 | Applied Jazz Major* | 2 |
| AP** |  | Applied Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTH | 332 | Influence of Music on Behavior* | 2 |
| MUTH | 440 | Music Therapy Practicum: Mental Health* | 2 |
| PRF | 101 | Performance Attendance | . 5 |
|  |  | Clinical Foundation Elective | 3 |
|  |  | To be chosen from: |  |
|  |  | SOC IOI Introduction to Sociology |  |
|  |  | PSY Elective |  |
|  |  | ANTH 213 Cultural Anthropology |  |
|  |  | (or additional electives approved by advisor) |  |
|  |  | Quantitative Literacy Elective (Domain 3) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 18.5 |
| 4th year - Fall |  |  |  |
| AP** | 402 | Applied Jazz Major* | 2 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 421 | Arranging | 2 |
| MUTH | 401 | Music Therapy Seminar* | 2 |
| MUTH | 450 | Music Therapy Practicum: Medicine/Rehabilitation* | 2 |
| BIO | 231 | Human Anatomy and Physiology I (Domain 4) | 4 |
|  |  | Total | 14 |

4th year - Spring
MUTH 482 Music Therapy Internship** ..... 12 ..... or
MUTH 483 Music Therapy Internship I and ..... 3
MUTH 484 Music Therapy Internship II and ..... 3
MUTH 485 Music Therapy Internship III and ..... 3
MUTH 486 Music Therapy Internship IV ..... 3
Total ..... 12
Degree Total (Non-Guitar) ..... 131.5
Degree Total (Non-Guitar) with MUTC 107 ..... 132.5
Degree Total (Jazz Guitar) ..... 130.5
Degree Total (Jazz Guitar) with MUTC 107 ..... 131.5
*Minimum grade of " C " required.
+Fourteen credits of large and/or small ensemble are required as assigned.

## Applied Music Sequence

## Applied Major - All Instruments

Semesters I and 2:AP** I0I, jazz, I credit, plus AP** IOI, classical, I credit
Semesters 3 and 4:AP** 20I, jazz, I credit, plus AP*** 20I, classical, I credit
Applied classical major must be taken for 4 consecutive semesters concurrently with applied jazz major. Semesters 5 and 6: AP** 302, jazz, 2 credits
Semester 7:AP*** 402, jazz, 2 credits

## Minor study for Bass (Electric and Jazz), Percussion, Trombone or Trumpet Jazz Majors

Semesters I through 4:APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits

Semesters 5 and 6:APJK IOI Applied Jazz Piano, 2 credits

## Minor study for Jazz Guitar Majors

Semesters I through 4: APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits Semesters 5 and 6: Applied Jazz or Classical Study, 2 credits (must be same instrument both semesters)

## Minor study for Jazz Saxophone Majors

Semesters I and 2: APCP I05-APCP 106 or APPN I 01,2 credits
Semester 3: APJK IOI Applied Jazz Piano, I credit
Semester 4:APCL IOI Applied Clarinet, I credit
Semester 5: APFL IOI Applied Flute, I credit
Semester 6: AP** 10 I Applied Jazz Piano, Clarinet or Flute, I credit

## Minor study for Jazz Piano Majors

Semesters I and 2:APPD 101 Applied Perf. Dev., 2 credits
Semesters 3 and 4:APPD 20I Applied Perf. Dev., 2 credits
Semesters 5 and 6: APPD 30I Applied Perf. Dev., 2 credits

Duration requirements in applied jazz study: all duration requirements must be met fully. Credit from previous study may not be consolidated nor spread to meet duration requirements.

## Bachelor of Science in Arts Management

David Edelman, Assistant Professor of Arts Management
Ruebush Hall, Room II 8, (540) 542-6527, dedelman@su.edu
The Bachelor of Science in Arts Management curriculum combines studies in music, theatre or dance with training in arts management and business to prepare students to enter professional management careers in the performing arts. The core of the program is built around a series of courses in arts management.

## Program Objectives

Students completing the Bachelor of Science in Arts Management will be able to:

- demonstrate the ability to lead and/or contribute to effective management of an arts organization;
- demonstrate knowledge of fiscal responsibilities within an arts setting;
- take an active leadership role in the artistic life of a community;
- demonstrate artistry in solo and ensemble performance;
- perform a variety of repertoire;
- perform in a variety of settings;
- demonstrate knowledge of their chosen art form;
- demonstrate the use of technological resources in the management of an arts organization;
- demonstrate the ability to express ideas orally and in writing; and
- attend a variety of public performances and events.


## Course and Credit Requirements for the Bachelor of Science in Arts Management Degree - Music Concentration: Classical Applied Emphasis

```
Ist year - Fall
AP** IO2 Applied Major**}
AP** Applied Minor I
AMGT 305 Fundamentals of Arts Management* 3
MUEN Ensemble+ (Domain 2) 2
MUTC IO| Introduction to Music Theory* 2
PRF IO| Performance Forum .5
ENG IO| Composition (Domain I) 3
FYS IO| Going Global: First-Year Seminar (Domain 7) 3
Total 16.5
```

| Ist year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 102 | Applied Major* | 2 |
| AP** |  | Applied Minor | I |
| AMGT | 312 | Marketing for the Arts* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 203 | History of Western Music I (Domain 2 or 6) | 2 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 109 | EarTraining* | 2 |
| PRF | 101 | Performance Forum | . 5 |
| BA | 303 | Legal Environment of Business | 3 |
|  |  | Total | 18.5 |
| 2nd year - Fall |  |  |  |
| AP** | 202 | Applied Major* | 2 |
| AP** |  | Applied Minor | I |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 107 | Keyboard Harmony I (non-APCP students) | I |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| PRF | 201 | Health Issues for Artists | . 5 |
| BA | 203 | Statistics and Data Analysis for Business (Domain 3) | 3 |
| BA | 211 | Principles of Accounting I | 3 |
| ISCT | 204 | Computer Applications in Business Analysis | 3 |
|  |  | Total | 17.5 |
|  |  | With MUTC 107 | 18.5 |
| 2nd year - Spring |  |  |  |
| AP** | 202 | Applied Major* | 2 |
| AP** |  | Applied Minor | 1 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 204 | History of Western Music II (Domain 6) | 2.5 |
| MUTC | 108 | Keyboard Harmony II (non-APCP students) | 1 |
| MUTC | 202 | 20th Century Theory | 2 |
| PRF | 101 | Performance Forum | . 5 |
| EC | 211 | Principles of Macroeconomics | 3 |
|  |  | Arts Management or Business Elective | 3 |
|  |  | Total | 16 |
|  |  | With MUTC 108 | 17 |
| 3rd year - Fall |  |  |  |
| AP** | 302 | Applied Major* | 2 |
| AMGT | 313 | Production/Project Management in the Arts I* | 3 |
| AMGT | 317 | Financial Management for Arts Organizations* | 3 |
| MUCO | 361 | Beginning Choral and Instrumental Conducting* | 1.5 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT | 205 | History of Western Music III | 2.5 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) (Recommended: MCOM I 50 Principles of Public Speaking) | 3 |
|  |  | Total | 17.5 |


| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AP** | 302 | Applied Major* | 2 |
| AMGT | 314 | Production/Project Management in the Arts II* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MULT |  | World Music Elective | । |
| PRF | 101 | Performance Forum | . 5 |
| MCOM | 205 | Introduction to Public Relations | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4, 5 or 7) | 3 |
|  |  | Total | 14.5 |
| 4th year - Fall |  |  |  |
| AMGT | 418 | Governance of Arts Organizations* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 17 |
| 4th year - Spring |  |  |  |
| AMGT | 401 | Arts Management Internship I | 3 |
| AMGT | 402 | Arts Management Internship II | 3 |
| AMGT | 403 | Arts Management Internship III | 3 |
|  |  | Elective(s) (may be taken to attain full-time status) | (3) |
|  |  | Total | 9(12) |
|  |  | Degree Total | 126.5 |
|  |  | With MUTC 107 AND 108 | 128.5 |

*Minimum grade of " C " required.
+Fourteen total credits of large and/or small ensemble are required as assigned.
All classical piano and organ majors are encouraged to register for MUPP 239 Studio Accompanying ( 0 credit) in order to gain valuable experience in accompanying vocalists and instrumentalists. All double reed majors may elect to register for MUPP 24I Oboe Reed Making (. 5 credit) or MUPP 242 Bassoon Reed Making (. 5 credit) in addition to the applied lesson.

## Applied Music Minimums

Applied Major: 6 consecutive semesters, AP** I 02-AP** 302.
Applied Minor (non-piano major): 4 consecutive semesters, APCP I05-APCP 206 or APPN IOI-APPN 20 I.
Applied Minor (piano major): 4 consecutive semesters, AP** I01-AP** 201, in a single classical or jazz instrument.

Course and Credit Requirements for the Bachelor of Science in Arts Management Degree - Music Concentration: Jazz Applied Emphasis
Jazz Applied Emphasis available in Bass (Electric and Jazz), Guitar, Percussion, Piano, Saxophone, Trombone and Trumpet.

Ist year - Fall
AP***

| AP** | 101 | Applied Jazz Major* | I |
| :--- | :--- | :--- | ---: |
| AP** | 101 | Applied Classical Major | । |
| AP** |  | Applied Minor | । |
| AMGT | 305 | Fundamentals of Arts Management* | 3 |
| MUEN |  | Ensemble+ (Domain 2) | 2 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| PRF | 101 | Performance Forum | .5 |
| ENG | 101 | Composition (Domain 1) | 3 |
| FYS | 101 | Going Global: First-Year Seminar (Domain 7) | 3 |
|  |  | Total | 16.5 |

Ist year - Spring
AP** I01 Applied Jazz Major* |

AP** I0| Applied Classical Major |
AP** Applied Minor ।
AMGT 312 Marketing for the Arts* 3
MUEN Ensemble+ (Domain 2) 2
MULT 203 History of Western Music I (Domain 2 or 6) 2
MUTC 102 Diatonic Harmony and Simple Forms* 3
MUTC 109 EarTraining* 2
PRF I01 Performance Forum . 5
BA 303 Legal Environment of Business 3
Total 18.5
2nd year - Fall
AP** 201 Applied Jazz Major** |
AP** 201 Applied Classical Major ।
AP** Applied Minor ।
MUEN Ensemble+ (Domain 2) 2
MUTC 107 Keyboard Harmony I (non-APCP students)
(not required of jazz piano majors) ।
MUTC 201 Chromatic Harmony and Compound Forms 3
PRF 201 Health Issues for Artists . 5
BA 203 Statistics and Data Analysis for Business (Domain 3) 3
BA 211 Principles of Accounting I 3
ISCT 204 Computer Applications in Business Analysis 3
Total 17.5
With MUTC 107 I8.5

## 2nd year - Spring

AP** 201 Applied Jazz Major* I
AP*** 201 I
AP*** Applied Minor I
MUEN Ensemble+ (Domain 2) 2
MULT $204 \quad$ History of Western Music II (Domain 6) 2.5
MUTC I08 $\begin{array}{ll}\text { Keyboard Harmony II (non-APCP students); } \\ \text { (not required of jazz piano majors) }\end{array}$
MUTC 202 20th Century Theory 2
PRF Performance Forum . 5
EC 211 Principles of Macroeconomics 3
Arts Management or Business Elective 3
Total 16
With MUTC 108 17
3rd year - Fall
AP** 302 Applied Jazz Major* 2
AP** Applied Minor I
AMGT 313 Production/Project Management in the Arts I* 3
AMGT 317 Financial Management for Arts Organizations* 3
MUCO 361 Beginning Choral and Instrumental Conducting* 1.5
MUEN Ensemble+ (Domain 2) 2
MULT 205 History of Western Music III 2.5
PRF IOI Performance Forum 5
Effective Communication, Oral Communication Elective (Domain I) 3
(Recommended; MCOM I 50 Principles of Public Speaking)
Total
$\begin{array}{lll}\text { 3rd year-Spring } & & \\ \text { AP*** } & 302 & \text { Applied Jazz Major* }\end{array}$
AP*** Applied Minor I
AMGT 314 Production/Project Management in the Arts II** 3
MUEN Ensemble+ (Domain 2) 2
MULT World Music Elective I
PRF IOI Performance Forum . 5
MCOM 205 Introduction to Public Relations 3
General Education Elective (Select from Domains I, 3, 4, 5 or 7) 3
Total 15.5
4th year - Fall
AMGT 418 Governance of Arts Organizations* 3
MUEN Ensemble+ (Domain 2) 2
BA 307 Introduction to Management and Organizational Behavior 3
BA 453 Human Resource Management and Business Ethics 3
The Nature of Science Elective (Domain 4) 3
Moral Reasoning Elective (Domain 5) 3
Total 17
4th year - Spring
AMGT 40I Arts Management Internship I ..... 3
AMGT 402 Arts Management Internship II ..... 3
AMGT 403 Arts Management Internship III ..... 3
Elective(s) (may be taken to attain full-time status) ..... (3)
Total ..... 9(12)
Degree Total ..... 128.5
With MUTC 107 AND 108 ..... | 30.5
*Minimum grade of " C " required.
+Fourteen total credits of large and/or small ensemble are required as assigned.

## Applied Music Sequence

## Applied Major - All Instruments

Semesters I and 2:AP**|01, jazz, I credit, plus AP**|0|, classical, I credit Semesters 3 and 4:AP**20I, jazz, I credit, plus AP**20 I, classical, I credit Applied classical major must be taken for 4 consecutive semesters concurrently with applied jazz major. Semesters 5 and 6: AP**302, jazz, 2 credits

## Minor study for Bass (Electric and Jazz), Percussion, Trombone or Trumpet Jazz Majors

Semesters I through 4: APCP I05-APCP 206 or APPN IOI-APPN 20I, 4 credits Semesters 5 and 6:APJK IOI Applied Jazz Piano, 2 credits

## Minor study for Jazz Guitar Majors

Semesters I through 4: APCP I05-APCP 206 or APPN I0I-APPN 20I, 4 credits
Semesters 5 and 6: Applied Jazz or Classical Study, 2 credits
(must be same instrument both semesters)

## Minor study for Jazz Saxophone Majors

Semesters I and 2:APCP I05-APCP 106 or APPN IOI, 2 credits
Semester 3: APJK IOI Applied Jazz Piano, I credit
Semester 4:APCL IOI Applied Clarinet, I credit
Semester 5: APFL 101 Applied Flute, I credit
Semester 6:AP** 10 I Applied Jazz Piano, Clarinet or Flute, I credit

## Minor study for Jazz Piano Majors

Semesters I and 2: APPD 101 Applied Perf. Dev., 2 credits
Semesters 3 and 4:APPD 20I Applied Perf. Dev., 2 credits
Semesters 5 and 6: APPD 30I Applied Perf. Dev., 2 credits

Duration requirements in applied jazz study: all duration requirements must be met fully. Credit from previous study may not be consolidated nor spread to meet duration requirements.

## Course and Credit Requirements for the Bachelor of Science in Arts Management Degree - Theatre Concentration: Acting Emphasis

Ist year - Fall
AMGT 305 Fundamentals of Arts Management* 3
PRF IOI Performance Forum . 5
TH IOI Basic Acting (Domain I) 3
ART Art Elective (not to include skill-based instruction)
(Recommended:ART 200 Art Appreciation) 3
ENG IOI Composition (Domain I) 3
$\begin{array}{llll}\text { FYS } \quad 10 \mid \quad G o i n g ~ G l o b a l: ~ F i r s t-Y e a r ~ S e m i n a r ~(D o m a i n ~ 7) ~ & 3\end{array}$
Total 15.5

Ist year - Spring
AMGT 312 Marketing for the Arts* 3
PRF IOI Performance Forum . 5
TH 102 Acting Techniques 3
TH 112 Stagecraft 3
BA Legal Environment of Business 303
ENG IO2 Introduction to Literature (Domain 2) 3
Total 15.5

2nd year - Fall
PRF 201 Health Issues for Artists . 5
TH III Stage Lighting 3
TH 20I Scene Study I 3
TH 35I History of Theatre I (Domain 2 or 7) 3
BA $203 \quad 3$
BA 211 Principles of Accounting I 3
ISCT 204 Computer Applications in Business Analysis 3
Total 18.5

2nd year - Spring
MULT 275 Survey of Western Music ${ }^{\text {(ALT) }} 3$
PRF IOI Performance Forum . 5
TH 202 Scene Study II 3
TH 352 History of Theatre II (Domain 2 or 7) 3
EC 211 Principles of Macroeconomics (Domain 6) 3
Arts Management or Business Elective 3
The Nature of Science Elective (Domain 4) 3
$\begin{array}{ll}\text { Total } & 18.5\end{array}$

3rd year - Fall
AMGT 313 Production/Project Management in Arts I* 3
AMGT 317 Financial Management for Arts Organizations* 3
DA 471 History and Philosophy of Dance |(ALT) 3
PRF IOI Performance Forum . 5
TH 207 Stage Management I 3
TH 353 History of Fashion ( ${ }^{\text {(ALT) }} 3$
The Individual in Society Elective (Domain 6) 3
Total 18.5

| 3rd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| AMGT | 314 | Production/Project Management in Arts II* | 3 |
| DA | 472 | History and Philosophy of Dance II(ALT) | 3 |
| PRF | 101 | Performance Forum | . 5 |
| TH | 354 | History of Fashion II(ALT) | 3 |
|  |  | Theatre Production and/or Ensemble Electives+ | 2 |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| MCOM | 205 | Introduction to Public Relations | 3 |
|  |  | Total | 17.5 |
| 4th year - Fall |  |  |  |
| AMGT | 418 | Governance of Arts Organizations* | 3 |
|  |  | Theatre Production and/or Ensemble Electives+ | 2 |
|  |  | Arts Elective(s) (may include music, theatre, dance or art courses; not to include performance or skill-based instruction) | 2 |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 13 |
| 4th year - Spring |  |  |  |
| AMGT | 401 | Arts Management Internship I | 3 |
| AMGT | 402 | Arts Management Internship II | 3 |
| AMGT | 403 | Arts Management Internship III | 3 |
|  |  | Elective(s) (may be taken to attain full-time status) | (3) |
|  |  | Total | 9(12) |
|  |  | Degree Total | 126 |

*Minimum grade of " C " required.
+Theatre Production and/or Ensemble Electives must total 4 credits with any combination of credits.
(ALT) Offered on alternating schedule; consult with advisor.

## Course and Credit Requirements for the Bachelor of Science in Arts Management Degree - Theatre Concentration: Technical Theatre Emphasis

Ist year - Fall
AMGT 305 Fundamentals of Arts Management* 3
PRF IOI Performance Forum . 5
TH IOI Basic Acting (Domain I) 3
TH 112 Stagecraft 3
ENG IOI Composition (Domain I) 3
FYS IOI Going Global: First-Year Seminar (Domain 7) 3
Total 15.5
Ist year - Spring
AMGT 312 Marketing for the Arts* 3
PRF IOI Performance Forum . 5
TH III Stage Lighting 3
TH |4I Theatrical Stage Make-up 3
BA Legal Environment of Business 303
ENG I02 Introduction to Literature (Domain 2) 3
Arts Elective(s) (may include music, theatre, dance or art courses;
not to include performance or skill-based instruction) 2
$\begin{array}{ll}\text { Total } & 17.5\end{array}$

## 2nd year - Fall

PRF 201 Health Issues for Artists . 5
TH 131 Stage Costuming ..... 3
TH $213 \quad$ Theatre Drawing ..... 3
TH 35I History ofTheatre I (Domain 2 or 7) ..... 3
BA 203 Statistics and Data Analysis for Business (Domain 3) ..... 3
BA 211 Principles of Accounting I ..... 3
ISCT 204 Computer Applications in Business Analysis ..... 3
Total ..... 18.5
2nd year - Spring
MULT 275 Survey of Western Music ${ }^{(A L T)}$ ..... 3
PRF IOI Performance Forum .....  5
TH 352 History ofTheatre II (Domain 2 or 7) ..... 3
ART Art Elective (not to include skill-based instruction) (Recommended: ART 200 Art Appreciation) ..... 3
EC 211 Principles of Macroeconomics ..... 3
Arts Management or Business Elective ..... 3
Total ..... 15.5
3rd year - Fall
AMGT 313 Production/Project Management in Arts I* ..... 3
AMGT 317 Financial Management for Arts Organizations* ..... 3
PRF I01 Performance Forum .....  5
TH 207 Stage Management I ..... 3
TH 353 History of Fashion I (ALT) ..... 3
TH Technical Theatre Elective ..... 2
Moral Reasoning Elective (Domain 5) ..... 3
Total ..... 17.5
3rd year - Spring
AMGT 314 Production/Project Management in Arts II* ..... 3
DA $472 \quad$ History and Philosophy of Dance I|(ALT) ..... 3
PRF IOI Performance Forum .....  5
TH 354 History of Fashion II(ALT) ..... 3
Arts Elective(s) (may include music, theatre, dance or art courses; not to include performance or skill-based instruction) ..... 2
BA 453 Human Resource Management and Business Ethics ..... 3
MCOM 205 Introduction to Public Relations ..... 3
Total ..... 18.5
4th year - Fall
AMGT 418 Governance of Arts Organizations* ..... 3
TH $221 \quad$ Stage $\operatorname{Properties}{ }^{(A L T)}$ ..... 3
BA 307 Introduction to Management and Organizational Behavior ..... 3
The Nature of Science Elective (Domain 4) ..... 3
The Individual in Society Elective (Domain 6) ..... 3
Total ..... 15
4th year - Spring
AMGT 401 Arts Management Internship I ..... 3
AMGT 402 Arts Management Internship II ..... 3
AMGT 403 Arts Management Internship III ..... 3
Elective(s) (may be taken to attain full-time status) ..... (3)
Total ..... 9(12)
Degree Total ..... 127
*Minimum grade of " $C$ " required.
(ALT) Offered on alternating schedule; consult with advisor.
Course and Credit Requirements for the Bachelor of Science in Arts Management Degree - Dance Concentration
Ist year - Fall
AMGT 305 Fundamentals of Arts Management* ..... 3
DA |।। Modern Dance I ..... 2
DA 121 Ballet I ..... 2
DA |4| Dance Improvisation ..... 2
DA 35 Dance Production I ..... I
DA Dance Technique Elective(s) ..... 2
PRF IOI Performance Forum .....  5
ENG IOI Composition (Domain I) ..... 3
FYS 101 Going Global: First-Year Seminar (Domain 7) ..... 3
Total ..... 18.5
Ist year - Spring
AMGT 312 Marketing for the Arts* ..... 3
DA $112 \quad$ Modern Dance II ..... 2
DA 122 Ballet II ..... 2
DA 24I Dance Composition I ..... 2
DA Dance Technique Elective(s) ..... 2
PRF IOI Performance Forum .....  5
BA 303 Legal Environment of Business ..... 3
Total ..... 14.5
2nd year - Fall
DA 211 Modern Dance III ..... 2
DA 221 Ballet III ..... 2
DA 242 Dance Composition II ..... 2
DA 353 Dance Production III ..... I
PRF 201 Health Issues for Artists .....  5
BA 203 Statistics and Data Analysis for Business (Domain 3) ..... 3
BA 211 Principles of Accounting I ..... 3
ISCT 204 Computer Applications in Business Analysis ..... 3
Total ..... 16.5

| 2nd year - Spring |  |  |  |
| :---: | :---: | :---: | :---: |
| DA | 212 | Modern Dance IV | 2 |
| DA | 222 | Ballet IV | 2 |
| DA | 354 | Dance Production IV | । |
| PRF | 101 | Performance Forum | . 5 |
| EC | 211 | Principles of Macroeconomics | 3 |
|  |  | Effective Communication, Oral Communication Elective (Domain I) | 3 |
|  |  | (Recommended: MCOM I50 Principles of Public Speaking) |  |
|  |  | The Nature of Science Elective (Domain 4) | 3 |
|  |  | The Individual in Society Elective (Domain 6) | 3 |
|  |  | Total | 17.5 |
| 3rd year - Fall |  |  |  |
| AMGT | 313 | Production/Project Management in Arts I* | 3 |
| AMGT | 317 | Financial Management for Arts Organizations* | 3 |
| DA | 131 | Jazz I | 2 |
| DA | 471 | History and Philosophy of Dance I ${ }^{\text {(ALT) }}$ (Domain 7) | 3 |
| DA |  | Dance Technique Elective(s) | 2 |
| PRF | 101 | Performance Forum | . 5 |
|  |  | Moral Reasoning Elective (Domain 5) | 3 |
|  |  | Total | 16.5 |
| 3rd year - Spring |  |  |  |
| AMGT | 314 | Production/Project Management in Arts II* | 3 |
| DA | 132 | Jazz II | 2 |
| DA | 472 | History and Philosophy of Dance \\|I(ALT) | 3 |
| MULT | 275 | Survey of Western Music ${ }^{(\text {ALT })}$ (Domain 2 or 7) | 3 |
| PRF | 101 | Performance Forum | . 5 |
| BA | 453 | Human Resource Management and Business Ethics | 3 |
| MCOM | 205 | Introduction to Public Relations | 3 |
|  |  | Total | 17.5 |
| 4th year - Fall |  |  |  |
| AMGT | 418 | Governance of Arts Organizations* | 3 |
| DA |  | Dance Technique Elective(s) | 2 |
| ART | 200 | Art Appreciation (Domain 2) | 3 |
| BA | 307 | Introduction to Management and Organizational Behavior | 3 |
|  |  | Arts Management or Business Elective | 3 |
|  |  | General Education Elective (Select from Domains I, 3, 4 or 5) | 3 |
|  |  | Total | 17 |
| 4th year - Spring |  |  |  |
| AMGT | 401 | Arts Management Internship I | 3 |
| AMGT | 402 | Arts Management Internship II | 3 |
| AMGT | 403 | Arts Management Internship III | 3 |
|  |  | Elective(s) (may be taken to attain full-time status) | (3) |
|  |  | Total | 9 (12) |
|  |  | Degree Total | 127 |

*Minimum grade of "C" required.
(ALT) Offered on alternating schedule; consult with advisor.
All majors in the Bachelor of Science in Arts Management Degree - Dance Concentration are strongly encouraged to participate in all mainstage productions of the Dance division as either backstage crew, front of house staff or cast members. Participation in touring engagements is also highly recommended.

## The Certificate in Church Music

Steven L. Cooksey, Professor of Music Goodson Chapel, (540) 665-4633, scooksey@su.edu

The undergraduate Certificate in Church Music is designed to develop basic skills for church musicians and is offered in week-long summer sessions over three consecutive summers.

## Program Objectives

Students completing the Certificate in Church Music will be able to:

- demonstrate knowledge of repertoire for liturgical settings;
- demonstrate the ability to lead a rehearsal and the music component of a church service;
- demonstrate knowledge of music history, world music and music technology; and
- demonstrate the ability to express ideas orally and in writing.


## Course and Credit Requirements for the Certificate in Church Music

| Course |  | Title |
| :--- | :--- | :---: |
| MUCH | 331 | Church Music I |
| MUCH | 332 | Church Music II |
| MUCH | 333 | Church Music III |
| MUCH | 334 | Church Music IV |
| MUCH | 335 | Church Music V |
| MUCH | 336 | Church Music VI |
|  |  | Total |

## The Certificate in Ethnomusicology

Michael Rohrbacher, Associate Professor of Music Ruebush Hall, 226-A, (540) 665-4560, mrohrbac@su.edu

The Certificate in Ethnomusicology allows students currently enrolled in an undergraduate Conservatory degree program to pursue study of indigenous music within a socio-cultural context; to foster music-centered, cross-cultural understanding within and beyond the degree program in which they are enrolled, to identify public sector employment opportunities within the context of ethnomusicology, and to prepare students for graduate study in the field of ethnomusicology.

Course and Credit Requirements for the Certificate in Ethnomusicology

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| MUET | 301 | Introduction to Ethnomusicology ${ }^{(A L T)}$ | 2 |
| MUET | 302 | Methods of Ethnomusicology(ALT) | 2 |
| MUET | 401 | Field Experience in Ethnomusicology ${ }^{(A L T)}$ | 2 |
| MULT | 361 | Survey of World Music: South Asia/Middle East/Europe | I |
| MULT | 362 | Survey of World Music: Sub-Saharan Africa/Caribbean | I |
| MULT | 363 | Survey of World Music:The Americas | I |
| MULT | 364 | Survey ofWorld Music: Central/East/Southeast Asia | 1 |
| MUEN | 372 | World Music Ensemble (four successful completions) | 4 |
| MUPP | 151 | Recording Systems: Design and Application I | 2 |
| MUPP | 252 | Remote Recording Practicum (two successful completions) | 2 |
|  |  | Elective(s) in Arts Management | 3 |
|  |  | Elective(s) in Anthropology or Sociology | 3 |
|  |  | Electives (select from music and contextual studies, music |  |
|  |  | therapy, arts management, recording, dance, sociology, |  |
|  |  | anthropology, language and international studies) | 6 |
|  |  | Total | 30 |

## Minors in Conservatory Disciplines

Shenandoah Conservatory offers the following minors for all Shenandoah University students; acceptance into Conservatory minors must be approved by the
Division/Department Chair, and some minors require an audition.
Courses Required for the Music Minor

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| MULT | 203 | History of Western Music I | 2 |
| MULT | 204 | History of Western Music II | 2.5 |
| MULT | 205 | History of Western Music III | 2.5 |
| MULT |  | World Music Elective | 1 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 201 | Chromatic Harmony and Compound Forms | 3 |
| MUTC | 202 | 20th Century Theory | 2 |
|  |  | Music Electives. Select from three of the following areas: | 8 |
|  |  | Applied Music Electives (AP**) |  |
|  |  | (audition required prior to registration for juried study) |  |
|  |  | Music Literature Electives |  |
|  |  | Music Theory Electives (may include skill-based instruction) |  |
|  |  | Ensembles |  |
|  |  | Total | 26 |

*Minimum grade of " $C$ " required.
Courses Required for the Jazz Minor
Available for all university students upon audition in classical and jazz applied areas.

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| AP** |  | Applied Minor (Classical) | 2 |
|  |  | AP** I01 (2 consecutive semesters) |  |
| AP** |  | Applied Minor (Jazz) | 4 |
|  |  | AP** 101-AP** 201 (4 consecutive semesters) |  |
| MUEN | 375 | Jazz Combo: Improvisation Laboratory | I |
| MUPP | 343 | Jazz Repertoire(ALT) | 1 |
| MUTC | 101 | Introduction to Music Theory* | 2 |
| MUTC | 102 | Diatonic Harmony and Simple Forms* | 3 |
| MUTC | 109 | EarTraining* | 2 |
| MUTC | 311 | Jazz Theory I | 2 |
| MUTC | 312 | Jazz Theory II | 2 |
| MUTC | 413 | Jazz Arranging and Composition | 2 |
|  | or |  |  |
| MULT | 432 | Jazz History ${ }^{(A L T)}$ |  |
|  |  | Total | 21 |

* Minimum grade of "C" required.
(ALT) Offered on alternating schedule; consult with advisor.


## Courses Required for the Arts Management Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| AMGT | 305 | Fundamentals of Arts Management* | 3 |
| AMGT | 312 | Marketing for the Arts* | 3 |
| AMGT | 313 | Production/Project Management in the Arts I* | 3 |
| AMGT | 314 | Production/Project Management in the Arts II* | 3 |
| AMGT | 317 | Financial Management for Arts Organizations* | 3 |
| AMGT | 418 | Governance of Arts Organizations* | 3 |
| AMGT | 401 | Arts Management Internship I | 3 |
| AMGT | 402 | Arts Management Internship II | 3 |
| AMGT | 403 | Arts Management Internship III | 3 |
|  |  | Total | 27 |

*Minimum grade of " $C$ " required.

## Courses Required for the Dance Minor

| Course |  | Title | Credit Hours |
| :---: | :---: | :---: | :---: |
| DA | 141 | Dance Improvisation | 2 |
| DA | 241 | Dance Composition I | 2 |
|  |  | Dance Theory Electives chosen from the following: | 6 |
| DA | 242 | Dance Composition II |  |
| DA | 260 | Movement and Dance for Children |  |
| DA | 341 | Dance Composition III |  |
| DA | 342 | Dance Composition IV |  |
| DA | 371 | Dance Science: Kinesiology ${ }^{(A L T)}$ |  |
| DA | 372 | Dance Science: Biomechanics ${ }^{(A L T)}$ |  |
| DA | 471 | History and Philosophy of Dance \|(ALT) |  |
| DA | 472 | History and Philosophy of Dance II(ALT) |  |
|  |  | Dance Technique Classes chosen from the following: | 6 |
|  |  | DA or DAPE Ballet, Modern, Jazz or Tap |  |
|  |  | Dance Electives (theory, technique or performance) | 4 |
|  |  | Total | 20 |

(ALT) Offered on alternating schedule; consult with advisor.

## Courses Required for the Theatre Minor

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | :---: |
| TH | 101 | Basic Acting | 3 |
| TH | 111 | Stage Lighting | 3 |
| TH | 112 | Stage Craft | 3 |
| TH | 131 | Stage Costuming | 3 |
| TH | 141 | Theatrical Stage Make-up | 3 |
| TH | 208 | Script Analysis | 3 |
| TH | 351 | History ofTheatre I | 3 |
|  |  | or |  |
| TH | 352 | History ofTheatre II |  |
|  |  | Open Elective(s) in Theatre | 3 |

Enrollment in TH 102 or higher requires permission of the Theatre division chair.

## SCHOOL OF HEALTH <br> PROFESSIONS

## Statement of Purpose

The purpose of the School of Health Professions is to prepare students to be efficient and effective health-care practitioners.

## Philosophy of the School of Health Professions

The faculty of the School of Health Professions believes the delivery of health care is a sophisticated procedure involving complex techniques and interrelated disciplines carried out by a team of highly skilled professional and paraprofessional practitioners. Further, the faculty recognizes a patient is a unique individual and is a composite of social, cultural and genetic components with rights and dignity to be preserved. The health-care team must guard these rights and protect the patient at all times. It must, therefore, operate not only on a scientific, but a moral and ethical basis as well. In view of this philosophy, the mission of the School of Health Professions is to provide the best education possible in the selected health-care disciplines and to achieve recognition as a prestigious center of undergraduate and graduate educational programs for students in nursing, respiratory care, physical therapy, occupational therapy, physician assistant studies, athletic training and other healthcare disciplines through its graduates, faculty and programs ranging from local and regional to national and international sites.

## Entrance Requirements

Applicants must meet all general university admission requirements and specific requirements for the School of Health Professions programs. Students are selected by a variety of methods, including an evaluation of high school and college transcripts, college board scores, and other indicators of ability to complete the program. A thorough background in the sciences, humanities and mathematics is strongly recommended.

Where applicable, transfer students must have a grade of "C" or better in all professional courses. In addition, transfer students will be required to demonstrate skill and theory competence equal to that expected of Shenandoah University students at that level of education.

All students admitted to programs in the school are required to submit evidence of specific immunizations and generally good physical and mental health.

## Criminal Background Checks

Prior to beginning health professional courses, a student is required to authorize and submit to a criminal background check, including sex offenses and crimes against minors, and fingerprinting. All students will be expected to submit to random drug testing required by clinical practice sites. Non-compliance with the criminal background checks and/or drug testing policies may be cause for dismissal from a program of study.

## Division of Nursing

Kathryn M. Ganske, Director

Health Professions Building-Nursing
1775 North Sector Court
(540) 678-4374; nurse@su.edu

## Mission

The mission of the Division of Nursing is to prepare graduates who deliver, manage and lead nursing care in a variety of health care settings, and who participate in personal and professional development.

## Overview of Nursing Program

Since the 1960s, Shenandoah University has played an integral role in the education of nurses in the northern Shenandoah Valley. This rich tradition includes a program of study in the Division of Nursing (DON) that culminates in a Bachelor of Science in Nursing (BSN). Preparation for present and future nursing practice must address the ever-changing, increasingly complex and multi-dimensional health needs of our society. To become educated, learners become involved in intellectual work and critical thinking in order to transform information into knowledge, skills, values, meanings and experiences necessary for the provision, management and coordination of general nursing care for individuals, families, groups and communities at the baccalaureate level. The scholarly habits of learning, established early, increase the graduate's lifetime ability to contribute to the discipline/profession of nursing and to society.

The Division of Nursing undergraduate program is approved by the Virginia Health Regulatory Boards (also known as the Virginia Board of Nursing), Perimeter Center, 9960 Maryland Drive, Suite 300, Henrico,VA 23233-I 463; (804) 367-45 I 5; Fax (804) 527-4455; Automated license verification (804) 270-6836; www.dhp.virginia.gov/nursing.

## Undergraduate Program Objectives

Graduates of the Baccalaureate Program will be able to:
I. Analyze knowledge associated with professional nursing practice and membership within the nursing profession.
2. Demonstrate skill in the delivery, management, and leadership of professional nursing care.
3. Demonstrate values consistent with the ethical delivery of professional nursing care.
4. Exemplify unique meanings associated with professional nursing.
5. Actively and intellectually engage in professional nursing experiences.

The BSN may be achieved via several tracks including:

- Traditional four-year
- Transfer
- Accelerated second degree
- Registered nurse to BSN

The curriculum is unique in that it highlights the art and science of nursing. Students have access to modern facilities and equipment at both the Health Professions Building in Winchester and the Northern Virginia Campus in Leesburg. Facilities include computer labs, well-equipped nursing skills labs, computerized simulation mannequins, health professions library services, a technology-based conference center, distance learning facilities and multiple technology-equipped classrooms. Undergraduate students participate in the university technology program.

## Nursing Policies and Procedures

In addition to policies and procedures of the university as identified in this catalog and the university Student Handbook, nursing students are responsible for reading, understanding and implementing policies and procedures found in the Division of Nursing Student Handbook. Students must meet the Nursing Performance Standards as described in the Division of Nursing Student Handbook and listed below.

## ADA and Nursing Performance Standards

In addition to the SU policy on Accommodation of Persons with Disabilities in the university catalog, the DON supports the guidelines for ADA set forth by the National Council of State Boards of Nursing (NCSBN).These guidelines serve to guide applicants and students of nursing in understanding what functions, standards and competencies will be required of them during their course of study and whether or not some accommodations will be necessary in order for them to be successful. The NCSBN has offered a perspective on core licensure requirements at the following website: www.ncsbn.org/27l.htm.

The student should determine their ability to meet these standards. In addition, they should notify the faculty as soon as possible of any special accommodation required to complete requirements for course study in their nursing education program. At the time of application for licensure, the applicant will be asked by the Virginia Board of Nursing about any accommodations that were necessary to complete nursing education requirements. Virginia Board of Nursing will also request disclosure of any felony, plea agreement, misdemeanor conviction, or drug related behaviors.

## Transfer Credit

Transfer credit for nursing courses is evaluated by the nursing faculty. It is the student's responsibility to request consideration of all transfer credits and to arrange that official transcripts be sent to the Office of Admissions at Shenandoah University in a timely manner.

Shenandoah University admits transfer students who have been successful in accreditated insitutions of higher education. Transfer of nursing credits will be evaluated and awarded on an individual basis. Students who have been dismissed from another program of nursing are not eligible for admission to the Shenandoah University Division of Nursing.
Students requesting advanced placement and/or consideration of transfer of nursing courses must complete the following process:

- Send formal transcripts to the Office of Admissions at Shenandoah University that include grades of all courses to be considered for the advanced placement/course transfer process.
- Provide a written request for consideration of advanced placement or course transfer along with two (2) hard copies of the appropriate nursing course syllabi/outlines for consideration. Each course will be evaluated individually.
- Schedule an interview with a faculty member in the Division of Nursing.
- Demonstrate competency of selected nursing skills through challenge exams or standardized tests prior to beginning classes.
- Nursing faculty will evaluate the request and determine acceptance of the individual course.
- Pre-licensure nursing courses with a grade of "B" or better will be considered for transfer.

The deadline for nursing transfer credit consideration is July I st for acceptance in the fall semester and by November Ist for spring semester.

Once students are admitted into the Shenandoah University undergraduate nursing program, all nursing courses with an N prefix must be taken within the Division of Nursing. Courses completed prior to admission to Shenandoah University will be evaluated on an individual basis.

## Academic Progression Policy

## Withdrawing from a Nursing Course:

Following the add/drop period, students - in consultation with their advisor - may withdraw from a nursing course in which they are formally registered. In doing so, students must consider the pre/corequisite relationship to other nursing courses in which they are currently enrolled and also withdraw from those affected nursing courses.

The Division of Nursing withdrawal period ends the Friday of the first full week after fall break and spring break. During the 10 -week summer session, the withdrawal period ends the Friday of week 6 of the session. Nursing students may withdraw from a course one time with a maximum of two withdrawals during the completion of the program.

Students who withdraw from a nursing course during the DON withdrawal period will receive a "W" on their university transcript, which will have no impact on their grade point average. After this withdrawal period, students will either receive a "withdraw passing" (WP) or a "withdraw failing" (WF) notation placed in their nursing academic file depending on their grade at the time of the withdrawal.

## Progression Policy

The Division of Nursing is committed to students' successful and timely progression through their chosen curriculum. Required courses must be taken in approved sequence and with consideration of all pre/corequisite requirements. The following policies are designed to guide this progression:

To progress through all undergraduate curriculum tracks, students must pass all required general education and nursing courses with a " $C$ " or better and maintain a cumulative GPA of 2.0 or better. If the semester or cumulative GPA falls below 2.0 , the student will be placed on nursing academic probation for the following semester unless three nursing courses are failed, in which case, the student is not eligible to remain in the program. If the
semester or cumulative GPA remains below 2.0 after one semester of probation, the student will be dismissed from the program.

Students who fail or withdraw failing (WF) from a required nursing course may repeat the course once within one academic year. Students may be required to re-demonstrate mastery of the prerequisite course, lab, and clinical work and skills prior to being allowed to repeat a course. Students may repeat a maximum of two different failed or WF nursing courses during the completion of the undergraduate program. Students failing or having a "WF" for more than two courses, or failing a course more than once, are not eligible to remain in the nursing program.

Students dismissed from the undergraduate nursing program for academic reasons are ineligible for readmission to the program; however, they may be eligible to apply to other programs within the university.

Grading criteria of the DON are divided into three areas:
I. Academic Grades
2. Safety
3. Professional Behavior

Students must demonstrate proficiency in all these areas in order to successfully pass required courses in the nursing program. Failure to meet any one of the three areas constitutes failure of the course. Requirements for academic grades are identified in each course outline. Professional behavior and safety are expected of all DON students. Refer to the Professional Behavior and Safety Performance section in the DON Student Handbook for criteria.

Grading Scale:

$$
\begin{aligned}
& 93-100=\mathrm{A} \\
& 85-92=\mathrm{B} \\
& 78-84=\mathrm{C} \\
& 70-77=\mathrm{D} \\
& \text { Below } 70=\mathrm{F}
\end{aligned}
$$

Any grade involving a numerical fraction is rounded ONLY at the end of the semester in the final grade. To be rounded up, a fraction must be equal to or greater than .5.

## Licensure Considerations

Students and graduates are subject to the current Commonwealth of Virginia, Health Regulatory Boards, Board of Nursing statutes regarding legal limitations of licensure, licensure examinations and professional practice.

Students who have been convicted of a felony or who may have had previous legal experiences that would interfere with their ability to become licensed as a registered nurse are responsible for informing the director of the Division of Nursing and for contacting the Board of Nursing regarding their eligibility for licensure and the licensure application procedure.

Upon acceptance into the Nursing Program, the following will be required for all tracks:
I. Current American Heart Association CPR certification as a Health Care Provider.
2. Meet university and nursing health and immunization requirements as outlined at www.su.edu/SU-Health-Professions-and-Pharmacy-Student-Health-form-20II-20I2.pdf
3. Criminal background check, fingerprinting and random urine drug screen as directed by the Division of Nursing.

DON tries to limit student expenses. However, students will encounter fees or expenses in the following areas:

Textbooks
Lab coats/uniforms
Campus learning laboratory equipment
IM Learning Technology fee each semester.The technology fee provides a laptop computer, selected software, insurance and hardware and software support

Standardized tests
Photocopying on campus
Technology fee each semester. The technology fee provides a laptop computer, selected software, insurance and hardware and software support

Lab and clinical course fees

## Nursing Curriculum Requirements

The following undergraduate nursing tracks are offered.

## Traditional Four-Year Track

The Traditional Four-YearTrack in Nursing at Shenandoah University is designed for students beginning the BSN program as freshmen. These students are interested in the full, traditional college experience that includes living on campus and fully participating in campus life. Nursing courses begin in the first semester of study as a freshman and occur during every semester of the curriculum. Students have the opportunity, and are encouraged, to work in health care during summers. Technology in the nursing program is integrated throughout the curriculum; therefore, all nursing students participate in the computer technology program offered through the university.

Applicants seeking admission to the Traditional Four-YearTrack must meet the following guidelines:
I. Meet all requirements for admission to Shenandoah University.
2. Cumulative high school GPA of 3.0.
3. Submit official transcript(s) from their high school.
4. Minimum combined SAT score of 900 (math and critical reading only).

Admitted freshmen must complete the Test of Essential Academic Skills (TEAS) by the end of the freshman year and must achieve a minimum overall score of 65 percent (may be subject to change) to continue in the nursing program. Candidates may retake the exam only once.

The traditional 4 -year BSN student must attain a minimum grade point average (GPA) of 3.0 on all pre-requisite science courses (BIO 121 , BIO 231 and 232 Anatomy and Physiology I and II, BIO 260 Microbiology, and CHEM I 2 I) and a 3.0 GPA in the remaining prerequisites for nursing in order to progress to the nursing 200-level courses.

## BSN Curriculum Plan

```
Ist Year - Ist Semester
```

BIO I21 General Biology I and Lab (Domain 4) 4
ENG 101 Composition (Domain I) 3
FYS IO| Going Global: First-Year Seminar (Domain 7) 3
PSY Psychology elective (Domain 6) 3
Total 13
Ist Year - 2nd Semester
BIO 23I Human Anatomy and Physiology I and Lab (Domain 4) 4
BIO 260 Microbiology and Lab 4
N 121 Medical Terminology I
SOC Sociology elective (Domain 6) 3
Artistic Expression Gen Ed (Domain 2) 3
Total 15

2nd Year - Ist Semester

| BIO | 232 | Human Anatomy and Physiology II and Lab | 4 |
| :---: | :---: | :---: | :---: |
| CHEM | 121 | General Chemistry I and Lab (Domain 4) | 4 |
| MATH | 207 | Introduction to Statistics (Domain 3) | 3 |
| MCOM | 150 | Principles of Public Speaking (Domain I) | 3 |
|  |  | Moral Reasoning Gen Ed (Domain 5) | 3 |
|  |  | Total | 17 |
| 2nd Year - 2nd Semester |  |  |  |
| N | 272 | Pathophysiology | 3 |
| N | 283 | Pharmacotherapy | 3 |
| N | 200 | Fundamentals of Nursing Practice | 3/1 |
| N | 201 | Health Assessment | 3/1 |
| NLAB | 222 | Skills for Nursing Practice I | 0/1 |
|  |  | Total | 15 |
| 3rd Year - Ist Semester |  |  |  |
| N | 209 | Health Across the Lifespan: Psychiatric Mental Health Nursing | 3/1 |
| N | 214 | Health Across the Lifespan: Adults I | 3/2 |
| N | 216 | Lifespan Development and Nutrition | 3 |
| N | 319 | Ethics and Genomics in Nursing Practice | 3 |
| NLAB | 322 | Skills for Nursing Practice II | 0/1 |
|  |  | Total | 16 |
| 3rd Year - 2nd Semester |  |  |  |
| N | 306 | Theory, Reasoning and Research in Nursing | 3 |
| N | 308 | Health Across the Lifespan: Families | 3/1 |
| N | 314 | Health Across the Lifespan: Adults II | 3/2 |
| NLAB | 323 | Skills for Nursing Practice III | 0/I |
| N |  | Nursing Elective | 3 |
|  |  | Total | 16 |
| 4th Year - Ist Semester |  |  |  |
| N | 307 | Health Across the Lifespan: Children and Adolescents | 3/1 |
| N | 315 | Health Across the Lifespan: Adults III | 3/2 |
| N | 414 | Leadership and Management in Professional Nursing Practice | 3 |
|  |  | Free Elective | 3 |
|  |  | Total | 15 |
| 4th Year - 2nd Semester |  |  |  |
| N | 401 | Health Across the Lifespan: Communities | 3/2 |
| NLAB | 403 | Health Across the Lifespan: Clinical Elective | 0/3 |
| N | 407 | Transition to Professional Practice | 3 |
| N | 415 | Emergency Preparedness and Disaster Nursing | 3 |
|  |  | Total | 14 |
|  |  | Program Total | 121 |

## BSN Transfer Track <br> (Fall and Spring Entry)

The BSN Transfer Track in Nursing at Shenandoah University is designed for students transferring to Shenandoah University and prepares the student with necessary skills and knowledge for an entry-level nursing position in a variety of settings. This track begins in the fall or spring semester and may be completed in five academic semesters. Students in the transfer track must have completed all prerequisites prior to admission.

## Guidelines for Application and Admission

Fall Priority Consideration Deadline: June I
Spring Priority Consideration Deadline: October I
Thereafter, admission is based on availability of seats in the program.
Applicants seeking admission to the BSN TransferTrack must meet the following guidelines:
I. Meet all requirements for admission to Shenandoah University
2. Submit official transcripts from all colleges and/or universities previously attended.
3. A cumulative GPA of 3.0 in these four science courses:

Human Anatomy and Physiology I with lab (Domain 4) 4
Human Anatomy and Physiology II with lab (Domain 4) 4
Chemistry with lab (Domain 4) 4
Microbiology with lab (Domain 4) 4
4. A cumulative GPA of 3.0 in these prerequisite/general education courses:

Medical Terminology I
English Composition (Domain I) 3
Public Speaking (Domain I) 3
Statistics (Domain 3) 3
Introduction to Psychology (Domain 6) 3
Introduction to Sociology (Domain 6) 3
Courses that satisfy the following SU general education domains:
Artistic Expression (Domain 2) 3
Moral Reasoning (Domain 5) 3
The Individual in the World (Domain 7) 3
Free Electives 7
Total Prerequisite Credits 48
5. Completion of the Test for Essential Academic Skills (TEAS) with a minimum score of 65 percent (score may be subject to change). Applicants may retake the exam one time only.

## Curriculum Plan for Transfer Track (Fall and Spring Admission)

Ist Semester
N 200 Fundamentals of Nursing Practice 3/l
N 201 Health Assessment 3/1
NLAB 222 Skills for Nursing Practice I 0/l
N 272 Pathophysiology 3
N 283 Pharmacotherapy 3
Total 15

2nd Semester
N 209 Health Across the Lifespan: Psychiatric Mental Health Nursing
N $214 \quad$ Health Across the Lifespan: Adults I $\quad 3 / 2$
N $216 \quad$ Lifespan Development and Nutrition 3
N $319 \quad 3$
NLAB 322 Skills for Nursing Practice II $0 / 1$
Total 16

3rd Semester
N 306 Theory, Reasoning and Research in Nursing 3
N 308 Health Across the Lifespan: Families 3/l
N $314 \quad$ Health Across the Lifespan: Adults II $\quad 3 / 2$
NLAB 323 Skills for Nursing Practice III 0/I
Total 13

4th Semester
N 307 Health Across the Lifespan: Children and Adolescents 3/1
N 315 Health Across the Lifespan: Adults III 3/2
N 414 Leadership and Management in Professional Nursing Practice 3
N Nursing Elective 3
Total 15

## 5th Semester

N 401 Health Across the Lifespan: Communities 3/2

NLAB 403 Health Across the Lifespan: Clinical Elective 0/3
N 407 Transition to Professional Practice 3
N 4l5 Emergency Preparedness and Disaster Nursing 3
Total 14
Program Total 121

# Accelerated Second Degree Track <br> (Fall and Spring Entry at the Northern Virginia Campus <br> and Fall entry only at the Winchester Campus) 

The Accelerated Second Degree Track in Nursing at Shenandoah University prepares students with necessary skills and knowledge for entry-level nursing positions in a variety of diverse settings. This track is 15 months in length and designed for the student who already holds a baccalaureate degree in another discipline. Because of the intensity of the program, it is strongly recommended that students not be employed while enrolled in this accelerated program of study.

## Guidelines for Application and Admission

Priority consideration for Fall admission is June I.
Priority consideration for Spring admission is October I.
Thereafter, admission is based on availability of seats in the program.
Applicants seeking admission to the Accelerated Second Degree Track must meet the following guidelines:

- An earned baccalaureate degree or higher.
- Official transcripts from all previous colleges and/or universities attended.
- A minimum grade point average of 3.0 on all prerequisite courses required.
- A cumulative GPA of 3.0 in these four science courses:

Human Anatomy and Physiology I with lab (Domain 4) 4
Human Anatomy and Physiology II with lab (Domain 4) 4
Chemistry with lab (Domain 4) 4
Microbiology with lab (Domain 4) 4

- Completion of the Test for Essential Academic Skills (TEAS) with a minimum score of 65 percent (score may be subject to change). Applicants may retake the exam one time only.
- Two letters of recommendation.
- All prerequisite courses must be completed prior to enrollment.


## Prerequisite Requirements

Title Credit Hours
College or General Chemistry with Lab ..... 4
Human Anatomy and Physiology I, II with Labs ..... 8
Microbiology with Lab ..... 4
Medical Terminology ..... |
Statistics ..... 3
Religion/Ethics/Philosophy ..... 3
English Composition and Literature ..... 6
Human Growth and Development ..... 3
Nutrition ..... 3
Sociology ..... 3
Electives from BA/BS degree ..... 20
Total ..... 58
Curriculum Plan for Accelerated Second Degree Track
(Fall Admission)
Ist Year - Fall
N 20I Health Assessment ..... 3/1
N 209 Health Across the Lifespan: Psychiatric Mental Health Nursing ..... 3/I
N $213 \quad$ Fundamentals and Skills for Nursing Practice ..... 2/I
N $272 \quad$ Pathophysiology ..... 3
N 283 Pharmacotherapy ..... 3
Total ..... 17
Ist Year - Spring
N $214 \quad$ Health Across Lifespan: Adults I ..... 3/2
N 306 Theory, Reasoning and Research in Nursing ..... 3
N $314 \quad$ Health Across the Lifespan: Adults II ..... 3/2
N $319 \quad$ Ethics and Genomics for Nursing Practice ..... 3
NLAB 323 Skills for Nursing Practice III ..... 0/I
Total ..... 17
Ist Year - Summer
N 307 Health Across the Lifespan: Children and Adolescents ..... 3/1
N 308 Health Across the Lifespan: Families ..... 3/1
N $315 \quad$ Health Across the Lifespan: Adults III ..... 3/2
Total ..... 13
2nd Year - Fall
N 401 Health Across the Lifespan: Community ..... 3/2
NLAB 403 Health Across the Lifespan: Clinical Elective ..... 0/3
N $407 \quad$ Transition to Professional Practice ..... 3
N $414 \quad$ Leadership and Management in Professional Nursing Practice ..... 3
N 415 Emergency Preparedness and Disaster Nursing ..... 3
Total ..... 17
Program Total ..... 64

| (Spring Admission) |  |  |  |
| :---: | :---: | :---: | :---: |
| Ist Year - Spring |  |  |  |
| N | 201 | Health Assessment | 3/1 |
| N | 209 | Health Across the Lifespan: Psychiatric Mental Health Nursing | 3/1 |
| N | 213 | Fundamentals and Skills for Nursing Practice | 2/1 |
| $N$ | 272 | Pathophysiology | 3 |
| N | 283 | Pharmacotherapy | 3 |
|  |  | Total | 17 |
| Ist Year - Summer |  |  |  |
| N | 214 | Health Across Lifespan: Adults I | 3/2 |
| N | 314 | Health Across the Lifespan: Adults II | 3/2 |
| N | 319 | Ethics and Genomics for Nursing Practice | 3 |
| NLAB | 323 | Skills for Nursing Practice III | 0/1 |
|  |  | Total | 14 |
| Ist Year - Fall |  |  |  |
| N | 306 | Theory, Reasoning and Research in Nursing | 3 |
| N | 307 | Health Across the Lifespan: Children and Adolescents | 3/1 |
| N | 308 | Health Across the Lifespan: Families | 3/1 |
| N | 315 | Health Across the Lifespan: Adults III | 3/2 |
|  |  | Total | 16 |
| 2nd Year - Spring |  |  |  |
| N | 401 | Health Across the Lifespan: Community | 3/2 |
| NLAB | 403 | Health Across the Lifespan: Clinical Elective | 0/3 |
| N | 407 | Transition to Professional Practice | 3 |
| N | 414 | Leadership and Management in Professional Nursing Practice | 3 |
| N | 415 | Emergency Preparedness and Disaster Nursing | 3 |
|  |  | Total | 17 |
|  |  | Program Total | 64 |

## Registered Nurse (RN) to BSN Track (Fall Entry Only)

The RN to BSN track at Shenandoah University offers Registered Nurses the opportunity to complete a Bachelor of Science degree in nursing online. Completion of the BSN degree increases career options and broadens leadership opportunities for RNs. Throughout the course of study, communication, leadership, ethics, genomics, concepts of research and evidence based practice are included, along with community practice and emergency preparedness.

The Division of Nursing offers advanced placement for RNs who hold an associate degree or a diploma in nursing. Students may receive transfer credit for required prerequisites, general education, and nursing courses from accredited institutions of higher education. Upon completion of prerequisite courses, Students may complete the BSN degree in two semesters of full-time study. Part-time study may be arranged. The program, including prerequisite courses, requires a total of 121 credits. Applicants are strongly encouraged to meet with a nursing advisor to review transcripts from previous academic institutions.

Each student must have a personal laptop computer and will pay a technology fee. The following minimum configuration requirements are recommended in order to successfully interface with the wireless technology available to all SU students. It is recommended that the student has an extended warranty and an up to date antivirus program. The laptop may be a PC or Mac with Windows platform added.

- I.7 GHz Core 2 Duo or Centrino processors
- 80 GB hard disk drive
- CD/DVD drive RW
- Wireless capability (built in)
- Web Cam capability and Headphones
- Minimum 2 Gb RAM
- MS Windows XP,Vista, or Windows 7
- MS Office Professional (may be student and teachers version)*
*May be purchased through the SU bookstore.
It is recommended that RN-BSN students have access to a reliable, stable and efficient highspeed Internet connection at a place where they study and prepare assignments. Learning assignments often include materials and learning content that must be accessed on SU Web-based platforms and Internet sites. The student must have the capability to transfer large files of data and learning materials. This is not easily possible with a dial-up Internet connection.

For more information on use of technology, please see the Division of Nursing Student Handbook.

Applicants seeking admission to the RN-BSN track must have completed or show evidence of the following in order to be considered for admission:
I. An associate degree or diploma in nursing from an accredited institution of higher education. NLNAC accreditation preferred; state board approval required.
2. A current Virginia license to practice as a registered nurse.
3. Cumulative GPA of 3.0 on a 4.0 scale of all undergraduate coursework.*
4. Applicants must complete all pre-requisite courses before starting the RN-BSN track.
5. Applicants are encouraged to contact the Admission Office and the Division of Nursing for details of the online program delivery.

[^7]Articulation Agreements between Shenandoah University and Community Colleges in the Mid-Atlantic Region are on file within the Division of Nursing and the Office of Admissions. Please contact SU Admissions for further information.

## Transfer Nursing Credits from RN program Other Transfer Credits (nursing or general education)

## 36 (minimum)

## Required Courses

| Course | Title | Credit Hours |
| :--- | :--- | :--- |

Domain I English Composition 3
Domain I Public Speaking 3
Domain $2 \quad$ Artistic Expression Gen Ed 3
Domain 3 Statistics (prerequisite to N 306) 3
Domain 4 Human Anatomy and Physiology I, Il and Labs 8
Domain 4 Microbiology and Lab 4
Domain 4 College or General Chemistry and Lab 4
Domain $5 \quad$ Moral Reasoning Gen Ed (prerequisite to N 414) 3
Domain 6 Psychology 3
Domain 6 Sociology (prerequisite to N 40I) 3
Domain 7 The Individual in the World Gen Ed 3
(Refer to SU General Education Requirements under "Academic Policies")
Subtotal 40
Required Nursing Courses

| Course |  | Title | Credit Hours |
| :--- | :--- | :--- | ---: |
| N | 313 | Essential Concepts forProfessional Practice | 3 |
| N | 201 | Health Assessment (or NLN Challenge Test) | $3 / I^{*}$ |
| N | 272 | Pathophysiology | 3 |
| N | 306 | Theory, Reasoning and Research in Nursing | 3 |
| N | 319 | Ethics and Genomics for Nursing Practice | 3 |
| N | 401 | Human Health Across the Lifespan: Communities | $3 / 2^{*}$ |
| N | 414 | Leadership and Management in Professional Nursing Practice | 3 |
| N | 415 | Emergency Preparedness and Disaster Nursing | 3 |
|  |  | Nursing Elective | 3 |
|  |  | Total | 30 |
|  |  | BSN Total | 121 |

[^8]
## BSN Completion Option for Registered Nurse (RN) to MSN

The RN to MSN Degree Option in the Division of Nursing enables students who are registered nurses without a BSN to obtain an MSN degree within one of four specialty areas: Nurse-Midwifery, Family Nurse Practitioner, Health Systems Management and Psychiatric Mental-Health Nurse Practitioner.

However, certain states' laws (e.g.,West Virginia and Maryland) require certified nurse practitioners to have a bachelor's degree or BSN in order to obtain prescriptive authority as a nurse practitioner. Students who anticipate practicing in those states should consider earning the BSN from Shenandoah University.

Please refer to the Graduate Academic Catalog for the specific criteria required to complete the BSN as part of their RN to MSN track.

# Division of Respiratory Care 

Beverly Watson, Program Director
Health Professions Building - Respiratory Care
1775 North Sector Court, (540) 678-4380, brecny@su.edu

## Mission Statement

The mission of the Shenandoah University Respiratory Care Program is to prepare and educate its students to become exemplary health care providers in the field of respiratory care. The curriculum employs the standards instituted by the Committee on Accreditation for Respiratory Care (CoARC) and provides students with an atmosphere that promotes critical thinking, the ability to develop the knowledge and skills essential to become an integral member of the health care team, and a consideration of human diversity.

## Bachelor of Science in Respiratory Care

The Bachelor of Science in Respiratory Care degree is offered in two tracks. The RT to BSRC track provides already practicing respiratory therapists the ability to continue their education and expand their professional development. The second track, the ThreeSemester track, is for students without any respiratory therapy credentials or who may have taken some respiratory care coursework but are not credentialed respiratory therapists.

## Program Requirements

A grade point average of 2.5 in previous respiratory care and science courses is required.

## Other Regulations

Regulations on academic standing governing Shenandoah University students apply to respiratory care students along with the following additional requirements:
I. Students must meet the physical requirement of SU's clinical affiliates for essential job functions.
3. Students are enrolled in the program subject to its policies and guidelines as outlined in the Respiratory Care Student Handbook, copies of which are available in the Respiratory Care program office and on Blackboard.
3. Students are responsible for arranging their own transportation to and from clinical facilities and between campus sites.

## The RT to BSRC Track

The RT to BSRC degree program is a BS-degree-completion program designed for the practicing, credentialed, professional respiratory therapist who wishes to advance their professional development by earning a Bachelor of Science degree in Respiratory Care. Students may enroll in the RT to BSRC track any semester.

The program requires a minimum of 120 credit hours for graduation. Shenandoah University's general education requirements are considered to be met by the student's associate degree, which provides up to 88 credit hours toward the minimum 120 credit hours required for graduation. Respiratory Care core courses provide the remaining 32
credits and must be taken through Shenandoah University.These courses are offered online or by independent study, allowing students to structure their study while maintaining employment.

## Entrance Requirements for the RT to BSRC Track

An overall grade point average of 2.5 is required for admission. A minimum GPA of 2.5 is also required in all respiratory care courses.

In order to be accepted into this program of study, students must have an Associate of Applied Science (AAS) degree from a program accredited by the Commission on Accreditation for Respiratory Care (CoARC), offered at a regionally-accredited institution. Prospective students must also be credentialed by the National Board of Respiratory Care (NBRC) as a Registered Respiratory Therapist (RRT) or be eligible to take the RRT exams. Students must be currently working as a respiratory care practitioner.

Students who have not completed all required general education courses or who do not have 88 credits of course work to transfer in may be enrolled in the RT to BSRC program and take non-Respiratory Care courses while completing their RT to BSRC requirements. Such applicants will be considered on a case-by-case basis.

## Requirements for the RT to BSRC Track

| Course | Title | Credit Hours |
| :--- | :--- | ---: |
| RC 306 | Introduction to Sleep Studies and Neurodiagnostics | 2 |
| RC 318 | Pulmonary Function Testing | 4 |
| RC 319 | Cardiovascular Function and Care | 4 |
| RC 320 | The Neonatal and Pediatric Provider | 4 |
| RC 399 | Education Practicum I | 3 |
| RC 413 | Pulmonary Diseases and Treatment | 3 |
| RC 415 | Ethics in Practice | 3 |
| RC 416 | Emergency Preparedness | 3 |
| RC 439 | Education Practicum II | 3 |
| RC 420 | Capstone | 3 |
|  | Total | 32 |

## Three-Semester Track

This track is available to students who do not hold any respiratory therapy credentials. Students must complete all program prerequisites, Shenandoah University general education requirements and free electives (for a minimum of 80 credit hours) before enrolling in any Respiratory Care courses. This is a sequenced program; students may only enter in the fall semester.

## Entrance Requirements for the Three-Semester Track

An overall grade point average of 2.5 is required for admission. In addition, a grade point average of 2.5 in the prerequisite science courses is required. A minimum GPA of 2.5 is also required in all respiratory care courses, if taken.

Applicants with no more than one science prerequisite and six additional hours of credit outstanding at the end of the spring semester prior to enrollment may be admitted on a provisional basis, but must submit official transcripts documenting completion of those
credits to the Office of Admissions prior to the first day of fall semester enrollment, or they will not be permitted to begin the program. All credits to be transferred must be earned at a regionally-accredited institution.

## Requirements for the Three-Semester Track

Course Title

Credit Hours
Program Prerequisites
BIO 23I Human Anatomy and Physiology I 4
BIO 232 Human Anatomy and Physiology II 4
BIO 260 Microbiology 4
PHYS III College Physics I 4
CHEM I21 General Chemistry 4
MATH IOI Precalculus I 3
or
MATH 20I Calculus and Analytic Geometry I
or
MATH 207 Introduction to Statistics
Total

## Respiratory Care Courses

Fall Semester
RC 404 Respiratory Health and Disease I 3

RC 410 Cardiorespiratory Physiology 3
RC 4II Methodology of Respiratory Care I 4
RC 412 Applied Respiratory Care I 4
Total 14

## Spring Semester

RC 406 Respiratory Health and Disease II 3
RC 408 Mechanical Ventilation 4
RC 421 Methodology of Respiratory Care II 3
RC 422 Applied Respiratory Care II 4
Total 14

## Summer Term

RC 305 Foundations of Neonatal and Pediatric Respiratory Care 3
RC 351 Advanced Techniques in Adult Critical Care 3
RC 423 Respiratory Care Seminar 2
RC 433 Clinical Practice III 4
Total 12
Program Total 40

# CENTER FOR INTERNATIONAL PROGRAMS 

Bethany Galipeau-Konate, Director<br>Cooley Hall, International and Cross-cultural Center, Room I20, 540-542-6285

## Purpose and Vision Statement

Part of Shenandoah's mission is to "educate and inspire individuals to be ...compassionate citizens who are committed to making responsible contributions within a community, a nation and the world." Among Shenandoah's core values are the ideas of respect for diverse cultures, experiences and perspectives; cultivation of leadership to advance positive change and growth; and dedication to citizenship, professional service, and global outreach. The university's focus on global awareness encompasses a variety of initiatives, inside the classroom, around campus, in the local community and around the world.

The Center for International Programs (CIP) at Shenandoah University facilitates successful connections for learning between the university community and the world. CIP is a key resource for learners and educators to advance intercultural competency development and for local to global learning opportunities. The Center for International Programs at Shenandoah University consists of two offices: the Office of International Student Services and the Office of Study Abroad.

## Office of International Student Services

Shenandoah University welcomes over 150 international students to its campuses each year from over 40 different countries. The Office of International Student Services provides an array of programs and services in support of international students including handling immigration requirements, advising on transition issues, supporting orientation and learning needs, facilitating social programming and supporting employment immigration requirements to advance learning.

CIP staff work closely with the International Student Association, a student organization that organizes events and advocates for international students.

## Office of Study Abroad

Shenandoah University encourages all students to seek opportunities to become globally engaged citizens. In facilitating this effort, the Office of Study Abroad provides a range of programs and resources to assist students in meeting their international learning objectives. These include SU's notable programs such as the Global Citizenship Project (GCP), the Global Experiential Learning (GEL) program, and International Student Exchange Program (ISEP).

## Global Citizenship Project (GCP)

The Global Citizenship Project (GCP) was created in 2005 to send members of the SU community on all-expenses-paid trips abroad during spring break.

The application process is open to all full-time members of the SU community, with a selection focus on campus members who have had no or limited international travel opportunities. Five groups for five destinations are selected and are limited in size to maintain intimacy of experience, 10 to 12 participants, composed to represent the diversity of Shenandoah and result in the unexpected benefit of cross-disciplinary networking. Undergraduate and graduate students from all schools within the university have traveled in a mixed group with administrators, including the president and vice presidents, deans, faculty, maintenance workers, housekeepers, accounting personnel, and even members of the board of trustees.

The GCP program experience was designed to be a limited travel experience, approximately 10 days during spring break, and utilize a group oriented and faculty led approach. Its purpose is to whet the appetite of learners for longer-term learning abroad. The program removes the boundaries associated with first-time travel, mainly time and financial restraints.

Applicants must sign on without prior knowledge of the destination to which they might travel and study. Participants must be willing and able to travel anywhere in the world with the intent to examine a theme, such as global citizenship (2005), power (2006), time (2008) or sustainability $(2010)$. GCP has traveled to locations on six continents, including Costa Rica, Peru, Mali, India, Taiwan, Oman, Denmark, Romania, Australia,Vietnam, Morocco and Burma. Participants share their international experiences with the rest of the community in unique ways upon return.

## Global Experiential Learning (GEL)

The Global Experiential Learning (GEL) Program offers Shenandoah students a short-term, faculty-led, study-abroad experience for academic credit. Since the program's inception in 2000, students have traveled to countries around the world, including Argentina, China, England, France, Ireland, Italy, Poland, Russia, Spain, and Thailand. The GEL program aims to make the world a learning laboratory for students, providing deep exploration into individual fields of study, the opportunity to understand where the United States fits in terms of the world viewpoint, and the ability to enhance skills in cultural sensitivity, flexibility, and capability to adjust and adapt.

## International Student Exchange Program (ISEP)

Shenandoah University is a member of the International Student Exchange Program (ISEP), a global network of 300 universities. This partnership allows students to study for a full semester or year abroad at other member campuses. By working closely with their academic advisors and the study abroad advisor, students can take advantage of the opportunities to take general education and major classes taught in English abroad and to receive transfer credit at their home institution. A full list of courses and campuses available can be found at www.isep.org.

Additionally, many other international learning programs are also supported with coordination and information services for students, faculty and staff while traveling abroad.

All offices in the Center for International Programs along with the director's office are located in the International \& Cross-cultural Center of Cooley Hall on Main Campus. Further information can also be found at www.su.edu/cip.

## COURSE DESCRIPTIONS

## ANTHROPOLOGY (ANTH)

## ANTH $210 \quad$ Introduction to Archaeology

An introduction to fieldwork in archeology including excavation, survey, analysis and laboratory processing. Anthropological theory as applied to material culture, New and Old World prehistory and the history of archaeology will also be covered. Students will receive training in all practical aspects of archaeology and an understanding of the concepts and ideas archaeologists utilize in interpreting both historic and prehistoric sites. Three credits.

## ANTH $213 \quad$ Cultural Anthropology

A study concentrating on the principal aspects of human culture with emphasis on kinship, socialization of children, politics, art, religion, social control and the world-view. Three credits.

## ANTH 30I Human Ecology

This course is designed to introduce students to the field of ecological anthropology and to help them gain an understanding of the complex and often competing relationships between social systems and ecosystems. Special emphasis is placed on human adaptation, the role of humans in the transformation of nature, threats from contemporary risks, and strategies of natural and cultural conservation including co-management of resources. Three credits.

## ANTH 420 Seminar in Intercultural Communication

This course examines the relationship between culture and communication with an emphasis on theory and practical application in intercultural contexts. Ethnography and other approaches will be used to study interpersonal and public communication among people from different cultures. Three credits.

## APPLIED MUSIC (AP** OR AE**)

In these course descriptions, $\mathrm{AP}^{* *}=$ curricular study and $A E^{* *}=$ elective study; ${ }^{* *}$ stands for a two-letter code used for registration and ${ }^{* * * *}$ stands for the name of the applied area, as follows:

| AC = Accompanying | $\mathrm{JB}=$ Jazz Trombone | $P \mathrm{R}=$ Percussion |
| :---: | :---: | :---: |
| $\mathrm{BN}=$ Bassoon | JD = Jazz Double Bass | RP $=$ Teaching Repertoire* |
| BT = Euphonium/Baritone | JG = Jazz Guitar | RS = Recital Study |
| $\mathrm{CH}=$ Coaching | JK = Jazz Piano | SR = Score Reading* |
| $\mathrm{CL}=$ Clarinet | JP = Jazz Percussion | SX = Saxophone |
| CN = Conducting* | JS = Jazz Saxophone | TN = Trombone |
| DA = Dance | $J T=$ Jazz Trumpet | TP = Trumpet |
| DB = Double Bass | LT = Lute | $T T=$ Teaching Techniques |
| $E B=$ Jazz Electric Bass | MC = Composition | TB = Tuba |
| FL = Flute | $\mathrm{OB}=$ Oboe | VA = Viola |
| GT = Guitar | $O G=$ Organ | $\mathrm{VC}=$ Cello |
| HC = Harpsichord | OI = Organ Improvisation* | $\mathrm{VN}=$ Violin |
| HN = Horn | PD $=$ Performance Development | $\mathrm{VO}=$ Voice |
| $H P=$ Harp | $\mathrm{PN}=$ Piano |  |

*Available as elective applied study only (AE** 101 , 102)

## Applied Major Study

3 credits (per semester)
Individual lessons for students majoring in performance curricula to fulfill degree requirements as described in specific curriculum outlines. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

## AP** 103 Applied****

First-year applied major study; one-hour lesson per week. Prerequisite: successful audition in area of study.Three credits.
AP** 203 Applied****

Second-year applied major study; one-hour lesson per week. Prerequisite: two semesters of study in this applied area. Three credits.

## AP** 303 Applied****

Third-year applied major study; one-hour lesson per week. Prerequisite: four semesters of study in this applied area. Three credits.

AP** 403 Applied****
Fourth-year applied major study; one-hour lesson per week. Prerequisite: six semesters of study in this applied area. Three credits.

## Applied Major Study

## 2 credits (per semester)

Individual lessons for students majoring in non-performance music curricula to fulfill degree requirements as described in specific curriculum outlines. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.
A ${ }^{* *}$
102
Applied****

First-year applied major study; one-hour lesson per week. Prerequisite: successful audition in area of study. Two credits.

## AP** 202 Applied****

Second-year applied major study; one-hour lesson per week. Prerequisite: two semesters of study in this applied area. Two credits.
AP** 302 Applied****

Third-year applied major study; one-hour lesson per week. Prerequisite: four semesters of study in this applied area. Two credits.
AP**
402
Applied****

Fourth-year applied major study; one-hour lesson per week. Prerequisite: six semesters of study in this applied area. Two credits.

## Applied Minor Study

## I credit (per semester)

Individual lessons for students to fulfill degree requirements as described in specific major or minor curriculum outlines. Open to students in other curricula if accepted into a Conservatory minor. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.
AP** IOI Applied****

First-year applied minor study; one-half-hour lesson per week. Prerequisite: successful audition in area of study. One credit.
AP**
201
Applied****

Second-year applied minor study; one-half-hour lesson per week. Prerequisite: two semesters of study in this applied area. One credit.
AP** $301 \quad$ Applied****
Third-year applied minor study; one-half-hour lesson per week. Prerequisite: four semesters of study in this applied area. One credit.
AP**
401
Applied****

Fourth-year applied minor study; one-half-hour lesson per week. Prerequisite: six semesters of study in this applied area. One credit.

## Applied Elective Study (AE**)

Individual lessons for students to fulfill duration requirements as described in specific curriculum outlines. Open to students for non-curricular study as instructor time and studio space allow. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction. Must be approved by associate dean for undergraduate studies.
AE**
IOI
Applied****

Elective applied study; one half-hour lesson per week. One credit.
AE 102 Applied****

Elective applied study; one-hour lesson per week. Two credits.

## Applied Performance Development (APPD)

Applied study in a specific instrument designed to expand knowledge of repertoire and performance practice in idioms as determined by the applied instructor.

## APPD IOI Applied Performance Development

Applied performance study; one half-hour lesson per week. One credit.

## APPD 201 Applied Performance Development

Continuation of APPD I0।; one half-hour lesson per week. One credit.

## APPD 30I Applied Performance Development

Continuation of APPD 201; one half-hour lesson per week. One credit.
APPD 401 Applied Performance Development
Continuation of APPD 30I; one half-hour lesson per week. One credit.

## Applied Recital Study (APRS)

Study designed to allow students to register for applied study if a recital is scheduled and curricular applied requirements have been met. Applied Recital Study carries an additional fee and may not be used to fulfill curricular requirements. Corequisite: registration for applied recital.

## APRS IOI Applied Recital Study

Applied recital study; one half-hour lesson per week. One credit.
APRS 102 Applied Recital Study
Applied recital study; one hour lesson per week. Two credits.

## Applied Teaching Techniques (APTT)

Study of the pedagogical approaches related to a specific instrument, voice or area of applied study. Review of the sequential development of technique related to the performance medium. Instruction includes review of etude and technical materials or appropriate physical exercises related to individual pedagogical approaches appropriate to specific stages, ages or grade levels from beginning through adult study, observation of students at various levels of technical development and observed introductory teaching experiences. The course includes preparation of an annotated bibliography of specific materials and an in-depth outline of specific courses of study with appropriate approaches and related etudes, solos, and supplementary material for each stage of development.

## APTT IOI Applied Teaching Techniques

Applied teaching technique study; one half-hour lesson per week. One credit.

## Applied Class Piano (APCP)

Group lessons in piano for students majoring in music or music theatre, or students minoring in music, to fulfill degree requirements as described in specific curriculum outlines. Open to students in other curricula as instructor time and studio space allow. The determination of whether the applied piano minor is fulfilled with APPN (private lessons) or APCP (class piano) is made through the piano minor screening, which is administered by the Keyboard Division each year.

## APCP $105 \quad$ Basic Piano and Keyboard Harmony Skills I

A course designed especially for non-keyboard majors to fulfill basic piano requirements for all curricula. Included are scales, triad qualities and inversions, cadences, chord progressions, transposition, harmonization, score-reading, sight-reading and repertoire. Students must pass the final examination to pass the class. One credit.

## APCP $106 \quad$ Basic Piano and Keyboard Harmony Skills II

A continuation of keyboard skills developed in APCP I05. Each category continues at a more advanced level. Prerequisite: APCP I05. One credit.

## APCP 205 Basic Piano and Keyboard Harmony Skills III

A continuation of keyboard skills developed in APCP I06. Each category continues at a more advanced level. Prerequisite: APCP I06. One credit.

## APCP 206 Basic Piano and Keyboard Harmony Skills IV

A continuation of keyboard skills developed in APCP 205 and completion of basic piano requirements through projects involving skills directly related to possible professional needs. Student must pass the final examination to pass the class. Prerequisite: APCP 205. One credit.

## APCP 305 Advanced Piano and Keyboard Harmony Skills

A continuation of the class piano sequence with emphasis on the development of practical keyboard skills needed in the professional career. Specifically designed for music education and music therapy majors, content includes advanced harmonization, transposition, score-reading, and improvisation. Prerequisite: demonstrated proficiency of skills developed in APCP 206. One credit.

## APCP 306 Score-Reading

A continuation of APCP 305 with direct emphasis on score-reading, and designed especially for Music Education majors. The fee structure normally associated with private study is applicable. Prerequisite: APCP 305. One credit.

## APCP 405 Keyboard Skills for Music Educators I

A continuation of the class piano sequence and specifically designed for music education majors in the choral/ general concentration curriculum in preparation for student teaching. Content focuses on the further development of accompanying and other keyboard skills needed in general music programs and classrooms. Prerequisite: APCP 306 or equivalent proficiency. One credit.

## APCP 406 Keyboard Skills for Music Educators II

A continuation of the class piano sequence specifically designed for music education majors in the choral/general concentration during student teaching. Content focuses on the further development of accompanying and other keyboard skills needed in general music programs and classrooms. Prerequisite: APCP 405 or equivalent proficiency. One credit.

## ART (ART)

## ART IOI Introduction to Drawing and Composition I

A studio course designed to develop basic observational and drawing skills and to expose students to various drawing materials and techniques. Two credits.

## ART 102 Introduction to Drawing and Composition II

Continuation of ART IOI. Prerequisite: ART IOI.Two credits.

## ART 200 Art Appreciation

A survey of the principles of aesthetics as applied to painting, sculpture, architecture, ceramics and photography. Three credits.

## ART $214 \quad$ Investigations in Modern Art

Discussion of images and ideas, using slides of art works as subjects, tracing developments in Western art from Impressionism to the present. Prerequisite: ART 200. Three credits.

## ART 216 American Art

An historical survey of American art from 1700 to the present. Three credits.

## ART 295 Topics

Study of specific topics, issues or themes within the field of art. Three credits.
ART 395 Topics

Selected upper-level topics in art history. Three credits.

## ARTS AND SCIENCES (ARSC)

## ARSC 099 First Year Colloquium

An introduction to the academic requirements, community and culture of Shenandoah University. One credit.

## ARTS MANAGEMENT (AMGT)


#### Abstract

AMGT 305 Fundamentals of Arts Management Course is designed to give students an overview of the nonprofit performing arts industry from a management perspective. Specific topics covered include arts and culture in community, strategic planning, governance and board development, fundraising and marketing, financial and personnel management, program development and arts education, volunteerism and cultural access, and program evaluation. Three credits.


## AMGT $312 \quad$ Marketing for the Arts

Course is designed to provide students with an in-depth understanding of nonprofit performing arts marketing and audience development. Specific topics covered include current conditions in arts attendance, understanding performing arts audiences and consumerism, strategic marketing process and planning, communicating and delivering value, market research, new communication technology, brand identity, building customer loyalty and delivering service. Prerequisite: AMGT 305. Three credits.

## AMGT 313 Production/Project Management in the Arts I

Course is designed to provide students with the tools necessary to act as producers or project managers to effectively manage arts productions and/or projects. Specific topics covered include stage technical production, project/production initiation, project implementation, and project evaluation. Prerequisites: AMGT 305, AMGT 3 I2 and AMGT 317.Three credits.

# AMGT 314 Production/Project Management in the Arts II <br> Course is designed to build upon the concepts introduced in Production/Project Management in the Arts I. Students explore methods of multi-production/project management as well as integrating goals with the organization strategic plan. Students also examine how special events management related to the arts is handled. Prerequisite: AMGT 313.Three credits. 

## AMGT $317 \quad$ Financial Management for Arts Organizations

Course is designed to give students an in-depth understanding of nonprofit performing arts financial management. Specific topics covered include bookkeeping and nonprofit accounting fundamentals, organizational budgeting, and financial reporting. Prerequisites: AMGT 305, ISCT 204, and BA 211 . Three credits.

## AMGT 40I Arts Management Internship I

Practical experience ( 150 hours minimum for each three-credit course) in a professional arts management situation. Prerequisites: All AMGT required courses, all BA requirements, all ENG requirements, EC 2 II, all major applied study (for music concentration). Three credits.

## AMGT 402 Arts Management Internship II

Practical experience ( 150 hours minimum for each three-credit course) in a professional arts management situation. Prerequisites: All AMGT required courses, all BA requirements, all ENG requirements, EC 211 , all major applied study (for music concentration). Three credits.

## AMGT 403 Arts Management Internship III

Practical experience ( 150 hours minimum for each three-credit course) in a professional arts management situation. Prerequisites: All AMGT required courses, all BA requirements, all ENG requirements, EC 2 II , all major applied study (for music concentration). Three credits.

## AMGT 418 Governance of Arts Organizations

Course is designed to give students an in-depth understanding of nonprofit performing arts policy issues and how organizations are governed. Specific topics covered include the legal framework for nonprofit arts organizations, understanding best practices within the nonprofit arts industry, and contemporary views of leadership and governance. Prerequisite: AMGT 305 or AMGT 317.Three credits.

## AMGT 495 Special Topics

Investigation of a specialized area of arts management knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## AMGT 499 Individual Directed Research

An individual instruction setting for projects in arts management. Project must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## ARTS STUDIES (AS)

## AS 499 Senior Comprehensive Study

An interdisciplinary seminar in the arts culminating in a comprehensive examination or research project. Project proposal must be approved by the associate dean for undergraduate studies and division chair prior to registration. Prerequisite: Senior standing in the Bachelor of Arts in Arts Studies curriculum. One, two or three credits.

## BIOLOGY (BIO)

## BIO $\quad 105 \quad$ The Natural World

Intended for students not majoring in the natural sciences, BIO 105 surveys basic concepts of the life and earth sciences through class discussions, lab and field exercises and written assignments. Students also examine the nature of science, and gain insight into many of the societal implication of scientific knowledge. This course also forms part of a three-course series with PHYS 105 and CHEM I 05. Together the three courses provide an overview of the natural sciences and fulfill the requirements for Virginia state elementary (K-6) teacher licensure. The courses may be taken in any sequence. Three lecture hours plus two laboratory hours per week. BIOL I05 The Natural World lab must be taken concurrently. Four credits.

## BIO I2I General Biology I

General Biology is a two-course sequence that examines the ideas and methods basic to an understanding of contemporary biology. This first course focuses on the fundamental theories of biology, historically significant discoveries, classification of organisms, the chemical basis of life, cell biology and heredity. Three lecture hours plus three laboratory hours per week. BIOL I2 I General Biology I lab must be taken concurrently. Four credits.

## BIO 122 General Biology II

General Biology is a two-course sequence that examines the ideas and methods basic to an understanding of contemporary biology. This second course focuses on the fundamentals of evolution, ecology, classification of organisms and basic plant and animal anatomy and physiology. Three lecture hours plus three laboratory hours per week. Prerequisite: earned a grade of "C-" or better in BIO 121 . BIOL 122 General Biology II lab must be taken concurrently. Four credits.

## BIO |91 Introduction to Biology Research

This course is designed to give biology majors: I) an introduction to primary and secondary sources of literature and research in the biological sciences; 2) to discuss and learn about the importance of ethics in biological sciences research; 3) to distinguish valid research topics based on the development of appropriate scientific hypotheses; 4) to learn to perform valid data collection; 5) to be able to test the hypothesis; 6) to select and use statistics to analyze data; 7) to use scientific logic to conclude the validity of hypotheses proposed based on data analysis; and 8) to give oral and written presentation of results. Three hour lecture each week. Three credits.

## BIO 192 Forensic Science Biotechnology

The objective of this course is to give students who wish to further learn and use forensic science techniques in their current or developing careers a basic understanding of forensic science and how it is used in criminal cases by using case studies, class discussion, laboratory procedures and techniques. This course is designed to be a companion course to the introductory course, BIO 191 Introduction to Biology Research in a sequence of classes primarily used to prepare freshman and sophomore students knowledge and skills and to satisfy the requirement in the Biology major for experiential skills-based instruction. Two-hour lecture hours and two laboratory hours per week. Prerequisite: earned grade of "C-" or better in BIO I2I. BIOL 192 Forensic Science Biotechnology lab must be taken concurrently. Four credits.

## BIO 20I Medical Terminology

The relationship of word parts to their anatomic and physiologic counterparts will be learned in this course. Students will learn to combine appropriate word parts into complete medical terms, to interpret and explain clinical pathology reports, to interpret and explain clinical laboratory results and be able to use correct abbreviations and medical scribe notation. Accurate pronunciation and spelling of complete terms will be emphasized throughout the course. This course is designed to enhance student experiences in courses such as Human Anatomy and Physiology, Pathophysiology or other clinically or medically relevant course. Three lecture hours per week. Three credits.

## BIO 23I Human Anatomy and Physiology I

A course on the structure and function of the human organism. The central theme of homeostasis will be carried throughout. After studying the different structural levels of organization, cells and cellular activity are investigated, followed by the physiology of tissues, skin, bone and muscle. The integrative aspects of the nervous system and sensory organs complete the course. Three lecture hours plus three laboratory hours per week. Prerequisite: earned grade of "C-" or better in BIO I2I. BIOL 23 I Anatomy and Physiology I lab must be taken concurrently. Four credits.

## BIO 232 Human Anatomy and Physiology II

As a continuation of BIO 23 I , the central theme of homeostasis will be carried throughout. This course begins with the integrative roles of the endocrine system. The cardiovascular system with all of its ramifications is investigated. Study of the maintenance systems of respiration, digestion, metabolism, excretion, body fluids and reproduction completes the course. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in BIO 121 and BIO 231 . BIOL 232 Anatomy and Physiology II lab must be taken concurrently. Four credits.

## BIO $260 \quad$ Microbiology

The fundamental principles of the importance of microorganisms are presented in the course. Topics of course discussions will include the historical importance of microbiology, systematics, microbial metabolism, microbial genetics, biotechnology, pathogenesis, antimicrobial epidemiology and immunology. In addition to traditional learning tools, students will use a variety of multimedia and Internet-based technologies for classroom and laboratory learning experiences. The laboratory will introduce students to the basic techniques for growth and identification of microorganisms. Three lecture hours plus three laboratory hours per week. Prerequisite: earned grade of "C-" or better in BIO I2 I. BIOL 260 Microbiology lab must be taken concurrently. Four credits.

## BIO $312 \quad$ Genetics

This course introduces the major concepts of transmission, molecular and population genetics. Emphasis will be placed upon the various modes of Mandelian (transmission) inheritance. A human perspective will be used in conveying these fundamental aspects of heredity.The laboratory component will include experimental design, data analysis, cytogenetics, as well as experiments, problems and research information from an Internet site. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in BIO 121 and BIO 122 or in BIO 232 . BIOL 312 Genetics lab must be taken concurrently. Four credits.

## BIO 320 Introduction to Neuroscience

This course explores the function of the nervous system from the level of a single neuron to the interactions of large numbers of neurons in functional and dysfunctional systems. Emphasis will be placed on the electrophysiology and molecular biology of the neuron, sensory systems and the control of motor function. Prerequisites: BIO I 2 I and BIO 122 or BIO 23 I . Three credits.

BIO 321 Ecology
Ecology is the study of the interrelationships between organisms and their physical and biological environments. The course will examine the various levels of ecology - populations, species, communities, and ecosystems - in lecture-discussions, laboratory studies and field investigations. Ecological concepts will be considered from various perspectives including theoretical predictions, laboratory experiments, observations, field measurements and resource management applications. Three lecture hours plus three laboratory hours per week. Prerequisites: BIO 121 and I22. BIOL 32I Ecology lab must be taken concurrently. Four credits.

## BIO 325 Animal Behavior

A study of the principles and mechanisms of animal behavior. Behavior will be viewed in a genetic, ecological, and evolutionary context. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in BIO 121 and BIO I22, as well as one additional biology course above BIO 20I. BIOL 325 Animal Behavior lab must be taken concurrently. Four credits.

## BIO $344 \quad$ Plant Morphology

A survey of the evolution of plant forms, life cycles and functions from algae to angiosperms. The relationships between adaptive strategies - such as those for reproduction and dissemination - and the structures that pertain to those strategies will also be examined. Many class exercises will integrate morphology with other biological disciplines including taxonomy, evolution, genetics and ecology. In the laboratory and field, students will examine plant features useful in identification and classification. Three lecture hours plus three laboratory hours per week. Prerequisites: BIO I2I and BIO I22. BIOL 344 Plant Morphology lab must be taken concurrently. Four credits.

## BIO 35I Vertebrate Zoology

Vertebrate Zoology investigates the comparative anatomy, taxonomy, evolution, ecology and behavior of the Subphylum Vertebrata of the Phylum Chordata. The class will consider vertebrates from a variety of perspectives. Such an approach will integrate the various sub-specialties of the biological sciences such as genetics, morphology and systematics. Students are expected to come to field sessions prepared for outdoor work, including data collection, regardless of the weather. Field and laboratory studies will emphasize techniques for species identification as well as investigating population biology, morphology and adaptations. Three lecture plus three laboratory hours per week. Prerequisites: BIO 12 I and BIO I22. BIOL 35 I Vertebrate Zoology lab must be taken concurrently. Four credits.

BIO $364 \quad$ Pharmacology
This course is a comprehensive introduction into the ways in which drugs move through and interact with our bodies in order to exert their intended effect. Interdisciplinary in nature, the course is designed to promote an understanding of how the chemical nature of the drug contributes to its ability to gain access to the targeted cell(s); elucidation of both general and specific cellular response patterns to drugs provide insight into common cellular signaling mechanisms that promote a change in the physiology of the organism. Three-hour lecture. Prerequisites: BIO 121 and CHEM 122 . Three credits.

## BIO $\quad 365 \quad$ Diseases in History (same as HIST 365)

This course is an interdisciplinary topics course examining the impact of human disease on the development of human history.Topics to be discussed include: I) fundamental information about different types of diseases, disorders, syndromes and disease processes; 2) an extensive review of significant points in history where either the illness and possible death of an individual leader or wide spread epidemics changed the course of human history; and 3) research papers and presentations by each student participating in the course. Diseases to be discussed include infectious diseases and genetic disorders. Three lecture hours per week. Prerequisites: earned grade of "C" or better in $\mathrm{BIO} 12 \mathrm{I}, \mathrm{BIO} 122$, or HIST IOI or HIST 102 . Three credits.

## BIO 395 Topics

Selected topics in biology for reading, discussion, writing, laboratory and field investigation. Prerequisites: $\mathrm{BIO}|2|$ and BIO I22. BIOL 395 Topics lab might be taken concurrently. Two to four credits.
BIO $409 \quad$ Cell Biology
This course involves a detailed exploration of the organelles and supra-molecular organization of eukaryotic cells. Topics will include cellular growth and reproduction. The physiological processes involved in motility, energetics, and synthesis are also investigated. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in $\mathrm{BIO} 12 \mathrm{I}, \mathrm{BIO} 122, \mathrm{CHEM} 121$ and CHEM I22. BIOL 409 Cell Biology lab must be taken concurrently. Four credits.

## BIO 420 Developmental Biology

A study of gametogenesis, fertilization, cell type determination, histogenesis, organogenesis and the formation of the early body plan. Both molecular and organismal aspects of these processes will be discussed, using a text and primary literature. Model systems covered include invertebrate (fly, worm), vertebrate (chicken, frog, fish, mouse) and plant. Laboratory will include observation of and experimentation with invertebrate, vertebrate and plant systems. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in BIO I2I, BIO 122, CHEM I2I and CHEM I22. BIOL 420 Developmental Biology lab must be taken concurrently. Four credits.

## BIO 465 Medical Microbiology

A comprehensive course on infectious diseases, students learn how to correlate disease symptoms with laboratory findings, the types of specimens required for diagnosis, laboratory procedures to determine microorganism identity and drug susceptibility, current modes of treatment and any new technological advances used for identification and susceptibility testing in the clinical microbiology laboratory. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in microbiology at the 100 or 200 level (BIO 260), as well as in BIO 121 and $\mathrm{BIO} I 22$ or in $\mathrm{BIO} 23 I$ and BIO 232. BIOL 465 Medical Microbiolgy lab must be taken concurrently. Four credits.

## BIO 472 Immunology

The study of the immune system including the importance of humoral and cell-mediated immunity in inflammation, infection, vaccination, hypersensitivity, autoimmunity, immunodeficiency, tumor formation and transplantation. This course is designed for students interested in health professions and health education. Three lecture hours plus three laboratory hours per week. Prerequisite: earned grade of "C-" or better in BIO 232 or BIO 260 . BIOL 472 Immunology lab must be taken concurrently. Four credits.

## BIO $490 \quad$ Clinical Internship

Students interested in a career in clinical health professions must participate in a nationally accredited clinical internship that requires on-site training in the clinical discipline of their chosen profession. Examples of disciplines requiring clinical internships include the following: I) clinical laboratory science (medical technology), 2) cytology (cytotechnology), 3) cytogenetics, 4) histology (histotechnology), 5) histocompatability technologist, 6) ultrasound technology, and 7) radiology (radiation technician, nuclear medicine technology). Prerequisites: $\mathrm{BIO}|2|$ and BIO I22, BIO 260, CHEM I2I and CHEM I22, and junior or senior standing. One to twelve credits.

BIO 491 Research Project
Students will undertake a set of tasks or activities for a research project under the guidance and mentorship of a Biology Program faculty member. The research project will be of a specific and directed nature, and have a definable starting point and well defined objectives. Each task will have a planned completion date (due date) and assigned resources. The organization of the project will generally follow three major parts: planning, execution and completion. Planning and execution will be the focus of this semester activity. The assigned project tasks may encompass a wide variety of activities and may include working with microorganisms, plants, animals, field trips, laboratory procedures and experimentation. Prerequisite: junior or senior standing. Two credits.

## BIO 492 Research Project

Students will undertake a set of tasks or activities for a research project under the guidance and mentorship of a Biology Program faculty member. The research project will be of a specific and directed nature and have a definable starting point and well defined objectives. Each task will have a planned completion date (due date) and assigned resources. The organization of the project will generally follow three major parts: planning, execution and completion. Execution and completion will be the focus of this semester activity. Completion of the project may include submission of a research paper with the findings suitable for publication in scientific journals, or presentation of project information at scientific symposia. The assigned project tasks may encompass a wide variety of activities and may include working with microorganisms, plants, animals, field trips, laboratory procedures and experimentation. Prerequisite: junior or senior standing. Two credits.

## BUSINESS ADMINISTRATION (BA)

## BA 103 Introduction to Business

The role of the business firm is studied together with its effect upon the economic and social environment. Emphasis is placed upon business principles and applications. Three credits.

## BA $\quad 107 \quad$ Personal Finance

Students learn to budget their finances, balance their checking accounts, and learn about taxes, banking, consumer credit, casualty and life insurance, investment markets, stock transactions, and retirement planning. Intended for students not majoring in business. Three credits.

## BA II2 Mind of the Entrepreneur

Current issues and topics in entrepreneurship are examined via the most recent academic and practitioner printed and electronic media and sources. These issues and topics will be subjected to in-depth analysis in the class sessions and in individual written assignments. Three credits.

## BA 203 Statistics and Data Analysis for Business

This course provides the student with an overview of some important analytical tools that are used to examine business phenomena and improve management decision-making. The two foci of attention are: I )learning about the structure of analytical tools, namely exploratory data analysis, probability and statistics; and 2) learning how to use these tools to analyze business phenomena and improve business decision-making. In the process of conducting analyses of business phenomena, the student will focus special attention on one- and two-sample hypotheses testing; contingency-table analysis; simple linear regression; forecasting and time series analysis; and analysis of variance. Prerequisite: MATH IOI. Corequisite: ISCT 204. Three credits.

## BA 21I Principles of Accounting 1

An introduction of the fundamentals of accounting which is a basic language of business. Journals, ledgers, adjusting entries and closing entries are introduced and utilized in building the financial and operating statements of sole proprietorships. Three credits.

## BA $212 \quad$ Principles of Accounting II

A continuation in the study of accounting fundamentals which covers accruals and deferrals, current liabilities, capital stock, investments and the preparation and analysis of financial statements including the statement of cash flows. The remaining topics will focus primarily on information for management decision-making including cost concepts, budgetary planning and control and responsibility accounting. Prerequisite: BA 211 . Three credits.

## BA 302 Quantitative Methods

This course provides the student with an overview of some of the quantitative (mathematically and statistically based) methods that are commonly used to support business decision-making. Course emphasis is on business applications - not on mathematics and statistics. Prerequisites: BA 203 and ISCT 204.Three credits.

## BA 303 Legal Environment of Business

A study of law as it applies to ordinary business situations with focus upon the Uniform Commercial Code dealing with obligations, contracts, agency and negotiable instruments. Three credits.

## BA 307 Introduction to Management and Organizational Behavior

This course introduces students to the fundamental concepts of management systems to include roles, ethical behavior, planning/strategy, structure/organization, leadership, control and change. In like manner, the behavioral aspects of individuals in organizations will be studied. These include improvement of individual, group and organizational behavior, including group dynamics. Prerequisite: Junior-level standing. Three credits.

## BA $310 \quad$ Introduction to Management Information Systems and Electronic Commerce

This course introduces the student to the concepts underlying the design, implementation, control and evaluation of a contemporary computer-based information system. Students will understand the role that management information systems play in the development of the Internet worked/e-commerce enterprise. The course strives to show how, through information systems, the manager is able to better understand today's new business model. The course will emphasize the interrelationship between the three major business resources: information, information technology and people. This course is intended to provide the student with a major overview of the information function within the e-commerce enterprise. At all times, the emphasis will be on the application of technology to the business environment, with the intent of understanding how information technology has transformed how we live and work. Prerequisites: ISCT 204 and junior-level standing. Three credits.

## BA 3II Intermediate Accounting I

The application of generally accepted accounting principles and the actions of FASB to the recording of financial data. A more sophisticated and detailed approach is demonstrated for income statement presentation and for classified statements of financial position. Additional topics include receivables, inventories, fixed assets and accounting applications of the time value of money. Prerequisite: BA 212 . Three credits.

## BA $312 \quad$ Intermediate Accounting II

A continuation of the application of generally accepted accounting principles and the actions of FASB. Topics considered include income determination and valuation of intangible assets, current liabilities, long-term liabilities, short and long-term investments, tax deferrals, pension liabilities and long-term leases. Prerequisite: BA 3II.Three credits.

## BA $315 \quad$ Cost Accounting

A study of the control and distribution of costs within manufacturing firms and the development of effective analytical tools of cost measurement in the planning and control of business operations. Topics include cost systems, standard costs, measurement and evaluation of quantity and quality variances, job cost identification, process cost identification, assignment of direct and indirect expenses, allocation of overhead expenses, flexible budgets, accounting for by-products, joint products, transfer pricing and the development of an effective system of cost accounting reports as a tool for utilization in management decision-making. Prerequisite: BA 212 . Three credits.

## BA $322 \quad$ Managerial Accounting

The use of accounting data as an information system for recording and projecting the flow of funds through the firm, in determining the net results of the firm's operation, that include budget comparison and analysis, and the evaluation of the performance of management. This is followed by analysis of the role of accounting information in aiding the management control system and the way in which such systems and incentives motivate people within an organization. Prerequisite: BA 212 . Three credits.

## BA 325 Accounting and Finance for Entrepreneurs

This course is designed for non-business majors who desire a fundamental understanding of the financing and accounting issues all businesses face. Specific attention is given to understanding a cash flow statement, income statement, statement of equity and balance sheet. The student is introduced to financing options, financial ratios and exposed to accounting tools that will help in managing a small business. May not be taken for credit with BA 330. Prerequisite: BA II2 or BA I03. Three credits.

## BA $330 \quad$ Introduction to Finance

An introduction to all aspects of corporate financial management, including the role of finance in a business organization; the role of financial markets and institutions; interpretation, analysis and forecasting of financial statements; time value of money; the consumption-investment decision; the various instruments of debt and equity; and valuation methods. Prerequisite: Junior-level standing. Three credits.

## BA 337 Introduction to Health Care Management

An introductory course relating the concepts and functions of the manager to the specific realm of managing the health services delivery system. Three credits.

## BA $360 \quad$ Introduction to Marketing

Basic marketing functions, institutions, and concepts are studied with emphasis on the " 4 Ps of Marketing," which are involved in the creation, pricing, promotion, distribution, and sale of goods and services in industrial and consumer markets. Prerequisite: BSB junior-level standing (or BA 112 for minor in entrepreneurship). Three credits.

## BA 36I Marketing Research and Development

Introduction to the techniques, tools and applications of marketing research and product/service development. Upon completion of this course, the student will have acquired the knowledge and skills needed to design proposals and marketing research studies, collect data using field and desk methods, analyze data using purposebuilt software, and report findings to aid decision-making - all according to established ethical guidelines. The student will also understand the process of product development and the critical role of research in this process. Prerequisites: BA 360 and BA 203 or equivalent. Three credits.

## BA 362 Marketing Communications

This course provides the marketing student with an in-depth understanding of all the communication tools available for the development and implementation of effective marketing strategies, including advertising, sales promotion, personal selling and publicity. Prerequisites: BA 360 and junior-level standing. Three credits.

## BA 363 Consumer Behavior

Study of activities related to both purchasing and consuming of goods and services together with behavioral and decision processes tied to such activities. Cognitive, affective, and behavioral factors, such as attitude, cognition, perception, learning, motivation, personality and shopping patterns are assessed in terms of their effects, e.g., on consumer relationships, brand preferences, product life-cycle, market posture and competitive advantage. Global thinking is emphasized together with understanding of cultural differences, ethical issues, cost-benefit analysis and marketing efficiency. Prerequisite: BA 360.Three credits.

## BA $367 \quad$ Marketing Channels and Logistics

This course focuses on marketing channels in the global economy analyzing the relationships that individual organizations develop with each other (e.g. manufacturers, wholesalers, retailers, and service providers) in order to implement their marketing strategies. Prerequisite: BA 360. Three credits.

## BA 393 Small Business Management and Entrepreneurship

Problems and challenges peculiar to the entrepreneur and small business firms are considered with an emphasis on short- and long-term matters such as starting-up, survival, growth, and financing. Opportunities for small business are studied, as well as the accompanying risks and difficulties. Governmental assistance programs are considered as well as analysis of why many small businesses fail while others succeed. Prerequisites: BA 307 or BA 112 and BA 303, BA 330 or BA 325 and BA 360. Three credits.

## BA $394 \quad$ Students in Free Enterprise (SIFE) Seminar

The seminar is designed for practical application of management, marketing, and entrepreneurial concepts in support of Students in Free Enterprise. Students are required to be a team leader and complete four projects during the semester and be a team member on at least four additional projects. May be repeated as often as the student wishes; however, only six semester hours can be applied to the minimum hours required for graduation. Three credits.

## BA 395 Introduction to Operations and Supply Chain Management

This course considers operations and supply chain management as a management process across the full spectrum of business from the sourcing of raw materials to delivery of goods and services to the final consumers. Operations and supply chain management integrates procurement, production and logistics processes to provide a seamless and efficient delivery of the final product or service to the final consumers. Prerequisites: BSB junior-level standing and BA 302. Three credits.

## BA 404 Business Finance

Analysis of operations and forecasting of capital requirements; working capital decisions; capital budgeting; cost of capital; acquisition and management of capital; financial management decision making within the context of business governance; application of derivative securities. Prerequisites: BA 212 and BA 330.Three credits.

## BA $41 \mathrm{I} \quad$ Accounting for Decision Making and Control

A study of the utility of accounting data and other financial information available to management in the functions of planning, organizing and decision-making, with focus on techniques used in analyzing and interpreting the financial statements of industrial and commercial business enterprises. Managerial accounting concepts and issues will be considered primarily from the viewpoint of the user of such information. Prerequisite: BA 315. Three credits.

## BA 4I2 Advanced Accounting

A critical study of financial measurement and reporting for business combinations, consolidated financial statements, business components, foreign currency translation and an introduction to fund accounting. Prerequisite: BA 312.Three credits.

## BA 414 Income Tax I

An analysis of tax laws as applied to individuals. Topics include tax determination, gross income, deductions, business expenses, employee expenses and depreciation. Prerequisite: BA 212 . Three credits.

## BA 415 Income Tax II

An analysis of income tax accounting problems relating to individuals and corporations. Other topics include passive losses, tax credits, the AMT and property transactions including depreciation recapture. Prerequisite: BA 4I4. Three credits.

## BA $418 \quad$ Auditing

A study of the purposes, ethical and legal environment, necessary steps in performing an accounting audit reviewing acceptable practices, and the standard accounting techniques and procedures for an audit using working papers, statements and reports. Internal controls and external auditing activities are examined, with particular focus upon the professional responsibility of the auditor to his/her clients. Prerequisite: BA 312.Three credits.

## BA $420 \quad$ Investment and Portfolio Management

Valuation of stocks, bonds, futures, options, real estate and other real and financial assets; risk, return and liquidity, and diversification in modern portfolio theory; the efficient markets hypothesis; direct versus indirect investing through mutual funds, banks, insurance companies, and pensions; the securities industry; institutional considerations facing trust managers and others. Students taking this course are encouraged to participate in the Student Investment Fund which manages a portion of the university's endowment. Prerequisite: BA 404 Three credits.

## BA 422 Contemporary Issues in Management

A course integrating the various management disciplines, concepts and practices using current cases that deal with contemporary problems, issues and questions affecting the management of the business enterprise. Readings in current business literature are assigned and practical experiences are shared in class discussion and in written reports. Prerequisite: BA 307. Three credits.

## BA 424 Governmental and Non-Profit Accounting

A study of the accounting principles, procedures and financial reporting used by governmental and non-profit entities as well as an analysis of the environment and characteristics of these entities. Prerequisite: BA 2 I2.Three credits.

## BA $426 \quad$ Financial Institutions

An examination of the financial services industry. Specific topics include the role of financial markets and institutions in the intermediation of credit, the determination of the structure of interest rates, the influence of law and regulation on the industry, and a survey of financial instruments, institutions and markets. Prerequisites: EC 350 and BA 330 (may be taken concurrently). Three credits.

## BA 429 Leadership and Cultural Change

This course is designed to develop and put into practice fundamental leadership skills in the context of an organization's overall corporate philosophy and value system. Emphasis is placed upon how the leadership process is derived from and supports the overall organizational culture. It shows how the practice of leadership in turn influences and modifies this culture. Prerequisites: Senior-level standing. Three credits.

## BA 43I Project Management

This course provides a comprehensive overview of project management. The course addresses the culture, principles and basic techniques of project management. The course reviews the general states of a project in rough chronological order and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis and risk management are introduced. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in a team. This course is designed to help students prepare for examinations leading to professional certification in project management. Prerequisites: BSB senior-level standing and BA 395.Three credits.

## BA $442 \quad$ Purchasing and Supply Management

This course addresses modern practices and techniques of the purchasing and supply management (PSM) function. Included in the coverage of PSM are supply organization, quality, supplier selection, price determination, purchasing policy and procedures, material and logistic systems, inventory, global purchasing, acquisition of capital assets and supplier relations. This course is designed to help students to prepare for examinations leading to professional certification in supply chain management. Prerequisites: BSB senior-level standing and BA 395. Three credits.

## BA $446 \quad$ Logistics and Distribution Management

This course provides an overview of distribution operations and tools to make strategic, tactical and operational level decisions. The course includes order management, packaging and materials handling, transportation, location selection, warehousing management and global logistics. This course is designed to help students to prepare for examinations leading to professional certification in supply chain management. Prerequisites: BSB senior-level standing and BA 395 . Three credits.

## BA $453 \quad$ Human Resource Management and Business Ethics

This course provides a rigorous and comprehensive approach to understanding the management of both human resources and ethics in a framework of current trends and practice. Emphasis is placed on practical, theoretical, and ethical management principles as well as examples and methods for promoting good employment practices. In the study of ethics, the course seeks an understanding of the day-to-day ethical and moral forces impacting employees within public organizations both domestically and internationally where local practices and cultural norms differ from our own. Situational public policy case studies, analysis and problem solving approaches to enhancing passion and commitment to personal and corporate honesty are highlighted. In the field of human resource management, emphasis will be placed upon planning, strategy, personnel selection, equal employment, the legal environment, training, appraisal, compensation and contemporary issues. The course has been developed for the student of general management whose job will involve responsibility for principled leadership in a global environment. Prerequisite: Senior-level standing. Three credits.

## BA $454 \quad$ Innovation and Design Thinking

This course will enhance students' ability to use design methodologies and tools for identifying and developing innovation and growth opportunities for business. This applied learning course will introduce students to designbased approaches that enhance business model innovation, expand students' understanding of innovation for value creation beyond product development, strengthen individual and collaborative competencies for working through the design process, and develop the ability to translate broadly defined opportunities into actionable innovation possibilities and recommendations. Prerequisite: BSB senior-level standing. Three credits.

## BA 455 International Business

The growth and development of the multi-national corporation is the focus of this course, with attention given to the organizational and staffing problems that occur in the corporation's international role. The impact of differences in customs, mores, habits and their historical basis, economic and political systems, tax structures, religious beliefs, and societal expectations on the business firm when it crosses its national boundaries are studied. Prerequisites: BA 307, BA 212, BA 330 and BA 360.Three credits.

## BA $456 \quad$ Seminar in International Business

This seminar provides an opportunity for students to experience firsthand business operations in varying international settings. The seminar will include preparatory classes and lectures, meetings with professors and senior managers of enterprises in the countries visited, and concluding with classes and lectures and a major term paper. Prerequisite: BSB junior-level or senior-level standing. Three credits.

## BA $460 \quad$ Marketing and Brand Strategy

Presents brand identity fundamentals and a comprehensive dynamic process for developing and maintaining successful brands. From researching the competition to translating the vision of the CEO to designing and implementing an integrated brand identity program, the process is presented through a step-by-step approach. Topics include research and analysis, brand and identity strategy, brand identity design, brand identity applications, brand asset management as well as standards, guidelines, trademark and other applicable laws. Case studies from small and large businesses are employed to portray the brand identity process in action. Prerequisite: BA 360 . Three credits.

## BA $464 \quad$ International Marketing

Introduction to international marketing for business-to-business and business-to-consumer markets. Course will include examination of cultural, legal, social, environmental and economic trends impacting marketing; international marketing research (primary and secondary research methods); the international marketing mix (product, pricing/INCOTERMS, distribution systems, promotion/branding); marketing strategy development, including market entry and penetration; and ethical issues in international marketing. Implications for small and large businesses will be examined in each case. Prerequisite: BA 360.Three credits.

## BA $470 \quad$ Current Issues in Health Care Management

Through the media of reading, lectures and presentations, students will be exposed to many of the challenges facing the health care delivery system in relation to its environment. These areas will include organization for delivery of health care services, financing, political and social issues. Ethical considerations in delivery of health care will be addressed. The student will become a more knowledgeable user of health care services. Three credits.

## BA 473 International Financial Management

Management of the contemporary firm's international financial operations. Topics include international money and capital markets, exchange rate risk, international capital structure and the cost of capital, international capital budgeting and cash management. Prerequisite: BA 330. Three credits.

## BA $490 \quad$ Business Policy and Strategy

Strategic management, formulation, implementation and control are examined using a case study approach. Topics include corporate social responsibility (CSR), agency theory, resource-based-view of the firm, value chain analysis, executive compensation, balanced scoreboard, bankruptcy, strategic analysis and choice, strategy implementation, structuring an effective organization, organization, organizational leadership, strategic control and continuous improvement. The focus is upon the strategic management and alignment of these areas to achieve the objectives of the business empire. Prerequisite: BSB senior-level standing. Three credits.

## BA 493 Advanced Management Theory and Practice

A future oriented senior capstone in management designed to synthesize previous learning and to prepare the student for entry into the work force as an entry or mid-level manager. Prerequisite: BSB senior-level standing. Three credits.

## BA 495 Directed Study

Utilized for courses in business administration that are not offered elsewhere, and for individuals desiring to pursue a given issue, topic, or concentration further than obtainable in regularly scheduled courses. May be repeated once. Prerequisite: BSB junior-level or senior-level standing. Three credits.

## BA $498 \quad$ Business Internship

A link between the classroom and experience on the job, the internship provides qualified students a three-way arrangement among the professor-advisor, the employer and the student-employee. Students may obtain appropriate employment on their own or in conjunction with the internship advisor of the school of business. A minimum of two 40-hour work periods is required for each semester hour of credit for which the course is taken. Prerequisites: BSB junior-level or senior-level standing and permission of the internship advisor. Three or six credits.

## BA 499 Business Seminar

Group study of an advanced topic in business administration. This course can be built around a common interest of the enrolled students or may be used as a forum for presentation and discussion of current faculty research. Prerequisite: BSB junior-level or senior-level standing. Three credits.

## CHEMISTRY (CHEM)

## CHEM $105 \quad$ Chemistry and Society

This course is intended for students not majoring in the natural sciences. It provides an introduction to the chemistry of everyday life with a focus on its relation to societal issues. Topics may include the atmosphere, water, nuclear and solar energy, plastics, drugs, cosmetics, and nutrition. Three lecture hours plus two laboratory hours per week. CHML 105 Chemistry and Society lab must be taken concurrently. Four credits.

## CHEM 121 General Chemistry I

A study of the fundamental laws and principles of chemistry. Emphasis is given to standard laboratory procedures and techniques for chemical analysis. This course is designed to provide the student with a chemical background to be utilized in other fields of work as well as for further work in science. Three-hour lecture plus three-hour laboratory per week. CHML I2I General Chemistry I lab must be taken concurrently. Four credits.

## CHEM I22 General Chemistry II

A continuation of the fundamental concepts of chemistry. Included is a study of the preparation, properties, and uses of the more important elements and their compounds. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM 121. CHML 122 General Chemistry II lab must be taken concurrently. Four credits.

## CHEM 211 Analytical Chemistry

Recent techniques of chemical analysis are presented. Basic principles of quantitative acid-base, redox and complexometric titrimentry. Gravimetric and colorimetric analysis are included. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM I22. CHML 21 I Analytical Chemistry lab must be taken concurrently. Four credits.

## CHEM 301 Organic Chemistry I

A comprehensive introduction to the modern theories of organic structure and reactivity. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM I22. CHML 30I Organic Chemistry I lab must be taken concurrently. Four credits.

## CHEM 302 Organic Chemistry II

A continuation of the fundamental principles of organic chemistry. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM 30I. CHML 302 Organic Chemistry II lab must be taken concurrently. Four credits.

## CHEM 3II Instrumental Analysis

Modern analytical methods of separation and characterization. The theory and technique of spectrophotometric, electronanalytical and chromatographic methods of analysis. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM I22. CHML 31 I Intrumental Analysis lab must be taken concurrently. Four credits.

## CHEM $317 \quad$ Inorganic Chemistry

A survey of fundamental aspects of the inorganic chemistry of main group and transition metal elements. Topics include atomic structure, molecular symmetry, bonding models, coordination chemistry and metal carbonyl chemistry. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM 122. CHML 3 I 7 Inorganic Chemistry lab must be taken concurrently. Four credits.

## CHEM 321 Physical Chemistry I

An application of laws and principles of physics and mathematics to chemical systems. Topics studied include thermodynamics, kinetics, equilibria, electrochemistry, nuclear chemistry, and elementary quantum mechanics. Three-hour lecture plus three-hour laboratory per week. Prerequisites: a "C-" or better in CHEM I 22 and MATH 202. CHML 32I Physical Chemistry I lab must be taken concurrently. Four credits.

CHEM 322 Physical Chemistry II
This course is a continuation of CHEM 32I. Three-hour lecture plus three-hour laboratory per week. Prerequisite: CHEM 32I. CHML 322 Physical Chemistry II lab must be taken concurrently. Four credits.

## CHEM 33I Biochemistry I

A study of the fundamental principles, applications, and major recent advances in biochemistry. Three-hour lecture plus three-hour laboratory per week. Prerequisites: a "C-" or better grade in CHEM I2I and CHEM I22. CHML 33| Biochemistry I lab must be taken concurrently. Four credits.

## CHEM 332 Biochemistry II

A continuation of the fundamental principles, applications, and major recent advances of biochemistry. Three-hour lecture plus three-hour laboratory per week. Prerequisite: a "C-" or better in CHEM 331. CHML 332 Biochemistry II lab must be taken concurrently. Four credits.

## CHEM $380 \quad$ Chemistry Practicum

This course will involve observation and participation in the operation of an industrial chemical laboratory. Assignments will be made by Shenandoah University faculty in cooperation with local industry and will include twenty-five hours of working experience per semester. Prerequisite: Chemistry majors with 15 credit hours of chemistry only. One credit.

## CHEM 420 Advanced Synthesis and Analysis

This is a laboratory-oriented course in which advanced techniques in chemical synthesis and qualitative analysis are studied. Four-hour laboratory per week. Prerequisites: CHEM 2 II, CHEM 302 and senior standing. Three credits.

## CHEM 491 Research Seminar

This course is designed to provide an opportunity for study of the scientific approach to the solution of technical problems. Prerequisites: CHEM 211 and CHEM 302. It is strongly recommended that students enroll in this course in the fall or spring of their junior year. Two credits.

## CHEM 492 Research Seminar

This course is designed to provide an opportunity for study of the scientific approach to the solution of technical problems. Prerequisites: CHEM 21 I, CHEM 302, and CHEM 49 I. Two credits.

## CHEM 495 Topics in Chemistry

Study of specific topics, issues or themes within the field of chemistry. One, two or three credits.

## CHURCH MUSIC (MUCH)

## MUCH 33I Church Music I

An inclusive week of "hands on" study in the field of church music with special emphasis on children's choir methods and materials, basic conducting and the role of music in the church. Three credits.

## MUCH 332 Church Music II

An inclusive week of "hands on" study in the field of church music in which students plan, prepare and participate in a wide variety of church services. The adult choir (methods and materials and conducting the adult volunteer choir), plus the role of music in the church, is the central focus of the week. Three credits.

## MUCH 333 Church Music III

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare, and participate in a wide variety of church services. Special emphasis of this week is the role of the organ in worship, organ repertoire, hymn playing and organ accompaniment. Three credits.

## MUCH 334 Church Music IV

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare, and participate in a wide variety of church services. Emphasis will be placed on service playing, organ repertoire and console conducting. Three credits.

## MUCH $335 \quad$ Church Music V

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare, and participate in a wide variety of church services. Emphasis will be placed on the study of hymns, their utilization in worship and their history and theological interpretation. Three credits.

## MUCH 336 Church Music V

An inclusive week of "hands on" study in the field of church music in which the participants plan, prepare, and participate in a wide variety of church services. Hymns as theological statements and advanced choral conducting are the special emphases. Three credits.

## MUCH $407 \quad$ Church Music Internship

Supervised practical experiences in a church music setting for a minimum of I 50 clock hours. Three credits.

## MUCH 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## MUCH 499 Individual Directed Research

A private instruction setting for individual projects in Church Music. May be used to fulfill electives only. Project proposal must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## CRIMINAL JUSTICE (CJ)

## CJ 20I Introduction to Criminal Justice

A survey of the organization and practices of police, courts and prisons in America. Three credits.
CJ $220 \quad$ Crime and Its Analysis
This course provides an introduction to the nature and causes of crime, typologies, offenders and victims through a review of specific crime categories and criminological theories. Prerequisite: CJ 201. Three credits.
CJ 261 Juvenile Delinquency
Defining and explaining delinquency, its social context and types of intervention. Three credits.

## CJ $295 \quad$ Topics in Criminal Justice

Investigation of specific topics or issues in the field of criminal justice. Three credits.

## CJ $305 \quad$ Criminal Theory

A review of the classical and contemporary schools of criminal theory. Prerequisite: CJ 201 . Three credits.
CJ $321 \quad$ Policing and Law Enforcement
Policing and Law Enforcement is an upper-level course for criminal justice majors designed to acquaint students with how society came to accept policing and law enforcement historically and how law enforcement officials operate currently, primarily in the U.S. but also globally. Prerequisite: CJ 20 I. Three credits.

## CJ 322 The Courts

The Courts is designed to examine the structure of the various courts of the United States at the local, state and federal levels. Class will survey current issues that inform and compose court administration using sociological criminological theories. Prerequisite: CJ 20I.Three credits.

## CJ 323 Corrections

Examination of theories and programs that inform and compose corrections in the United States. Prerequisite: C) 201. Three credits.

## CJ 335 Women and Crime

Women and Crime is an upper level course for criminal justice majors designed to allow students to examine how crime impacts women, both as perpetrators and victims. Prerequisites: CJ 201 and six additional hours of criminal justice. Three credits.

## CJ 343 Law for the Criminal Justice Professional

An examination of the central legal principles, procedures and concerns in the criminal justice system. Prerequisite: CJ 201.Three credits.

## CJ $350 \quad$ Criminological Research Methods

This course presents research design as used in criminological research. Both qualitative and quantitative methods will be examined with emphases placed on formulating research questions, collecting data, conducting analyses, interpreting and reporting results with the information to be used to aid professionals in the criminal justice system to better do their jobs. Prerequisite: CJ 201. Three credits.

## CJ $360 \quad$ Criminal Procedure

This course reviews how constitutional law creates rules and standards for law enforcement, prosecution, defense and court procedures. Prerequisite: CJ 201.Three credits.
CJ $370 \quad$ Drugs and Crime

This course investigates the history, theory, practice and legal environment of drug related crime and related criminal justice issues. Prerequisite: CJ 201 . Three credits.

## CJ 371 White-Collar Crime

This course reviews the history, theory, practice and legal environment of white-collar crime as it affects law enforcement, the justice system and American society. Prerequisite: CJ 20 I. Three credits.

## CJ $372 \quad$ Organized Crime

This course addresses the history, theory, practice and legal environment of law enforcement challenges and responses to organized crime in the United States and other countries. Prerequisite: CJ 201 . Three credits.

## CJ 373 Terrorism

This course studies the history, theory, practice and legal environment of various crimes committed by terrorist acts and the responses of law enforcement, government and society to the challenges. Prerequisite: CJ 20।.Three credits.

## CJ $374 \quad$ Homicide

This course is an analytical study of homicide in the United States. Different types of homicide, theoretical explanations of homicide, homicide offenders, homicide victims, trends in homicide, the setting and circumstances surrounding homicide and capital punishment will be presented and discussed. Prerequisite: CJ 201 . Three credits.

## CJ $390 \quad$ History of Criminal Law

This course presents the ways individuals and their societies have defined, recognized and punished those who chose not to follow societal rules and laws across time. Legal codes from throughout history will be examined and compared. Prerequisites: CJ 201 and CJ 220. Three credits.

## CJ $401 \quad$ Internship in Criminal Justice

Internship in the field of Criminal Justice. Prerequisites: Junior standing or Criminal Justice major, 2.5 GPA and permission of the instructor. Three credits.

## CJ 477 Issues in Criminal Justice

A seminar on selected topics in the administration of criminal justice. Prerequisite: Senior standing as a Criminal Justice major.Three credits.

## CJ $495 \quad$ Topics in Criminal Justice

Investigation of specific topics or issues in the field of criminal justice. Prerequisites: CJ 201 and junior standing. Three credits.

## CJ $499 \quad$ Guided Independent Study

Guided individualized study of a particular area of topic in Criminal Justice as agreed by the student and instructor. An outline of the proposed study content, learning activities, and evaluation methods must be submitted to the instructor for approval prior to enrollment. Prerequisite: CJ 20 I. One to three credits.

## DANCE (DA)

## DA III Modern Dance I

A course for dance majors (and others with instructor's permission) that involves the development of skill, knowledge, and appreciation of modern dance through the study of fundamental techniques and other movement experiences. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Two credits.

## DA II2 Modern Dance II

A course for dance majors (and others with instructor's permission) that involves the development of skill, knowledge, and appreciation of modern dance through the study of fundamental techniques and other movement experiences. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA III.Two credits.

## DA |2| Ballet I

A course for dance majors (and others with instructor's permission) that involves the development of skills, knowledge and appreciation of ballet through the study of fundamental techniques and movement vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Two credits.

## DA $122 \quad$ Ballet II

A course for dance majors (and others with instructor's permission) that involves the development of skills, knowledge and appreciation of ballet through the study of fundamental techniques and movement vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA I2I.Two credits.

## DA |3| Jazz I

A course for dance majors (and others with instructor's permission) that develops skills, knowledge and appreciation of jazz dance through the study of fundamental techniques and both contemporary and musical theatre styles. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Two credits.

## DA I32 Jazz II

A course for dance majors (and others with instructor's permission) that develops skills, knowledge and appreciation of jazz dance through the study of fundamental techniques and both contemporary and musical theatre styles. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA I 31. Two credits.

## DA |4| Dance Improvisation

A course that develops movement innovation through spontaneous movement experiences. Through these processes, students develop an understanding of the technical skills and artistic foundations necessary for performance, choreography and teaching. Emphasis on freedom of self expression and creative awareness. Two credits.

## DA $152 \quad$ Contemporary Partnering

Exploration of contact improvisation and contemporary partnering skills. Corequisite: Concurrent enrollment in DAPE 152 (or previous coursework in contact improvisation). One credit.

## DA |91 Pilates Mat

This course is designed for students to develop an understanding of Pilates' 6 Principles and physical mastery of the 34 Pilates Mat exercises. The material presented will cover the specific benefits of the Pilates method as it applies to cross training for dance and the professional performer/athlete. One credit.

## DA $192 \quad$ Pilates Mat II

This course offers continued study of Pilates' 6 Principles and the 34 Pilates Mat exercises, focusing on advanced level skill development through the addition of props (bands, balls and ring techniques), as well as more advanced variations of the traditional mat exercises. Emphasis is placed on continued mastery of physical skills at a sustained pace, providing increased cardiovascular wellness benefits and cross-training for the professional performer/athlete. Prerequisite: successful completion of DA 191. One credit.

## DA 2II Modern Dance III

For the dance major (and others with instructor's permission), continued exploration in movement and motion further develop skills and knowledge of modern dance technique, with emphasis on performance skills. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA I I2.Two credits.

## DA $212 \quad$ Modern Dance IV

For the dance major (and others with instructor's permission), continued exploration in movement and motion further develop skills and knowledge of modern dance technique, with emphasis on performance skills. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 21 I. Two credits.

## DA $221 \quad$ Ballet III

For the dance major (and others with instructor's permission), continued training with emphasis on increasing technical proficiency of technical skills and knowledge of the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 122. Two credits.

## DA $222 \quad$ Ballet IV

For the dance major (and others with instructor's permission), continued training with emphasis on increasing proficiency of technical skills and knowledge of the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 221.Two credits.

## DA 23I Jazz III

For the dance major (and others with instructor's permission), a continuation of the study of technique in the jazz style, with emphasis on increasing proficiency of technical and performance skills, as well as knowledge of the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 132.Two credits.

## DA 232 Jazz IV

For the dance major (and others with instructor's permission), a continuation of the study of technique in the jazz style, with emphasis on increasing proficiency of technical and performance skills, as well as knowledge of the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 23I. Two credits.

## DA 24I Dance Composition I

Basic elements and principles of composing movement for dance are presented. Simple compositional forms for the solo performer are stressed. Technology skills that support choreographic creativity are developed. A repertoire of questioning strategies in literal, interpretive, critical and evaluative thinking is developed in both oral and written formats. This course develops a foundation of knowledge, skills and processes for choreography appropriate to dance performance and teaching. Prerequisite: DA 141. Two credits.

## DA 242 Dance Composition II

Basic elements and principles of composing movement for dance are presented. Simple compositional forms for the solo performer are developed into duet and trio structures. Technology skills that support choreographic creativity are developed. A repertoire of questioning strategies in literal, interpretive, critical and evaluative thinking is developed in both oral and written formats. This course develops a foundation of knowledge, skills and processes for choreography appropriate to dance performance and teaching. Prerequisite: DA 241. Two credits.

## DA $260 \quad$ Movement and Dance for Children

Methods and materials appropriate to teaching creative movement for children are presented. Pedagogical content and movement activities address a variety of ages and developmental levels and include individual, cooperative and team activities, as well as elementary folk and social dance forms. Students develop instruction procedure and materials utilizing a variety of teaching resources, including the Virginia Standards of Learning, and gain practical experience in classroom management and communication skills. Three credits.

## DA 261 Creative Movement for Children

Survey methods and materials appropriate to teaching creative movement for children are presented. Movement activities address a variety of ages and developmental levels and include individual, cooperative and team activities. Students develop instruction procedures and materials utilizing a variety of teaching resources, including the Virginia Standards of Learning, and gain practical experience in classroom management and communication skills. Two credits.

## DA $262 \quad$ Techniques for Teaching Dance

Overview of principles and methodologies appropriate to the teaching of dance are presented. The course offers the advanced dance student the opportunity to prepare goal-specific lesson plans, analyze technique principles and develop evaluation strategies. Strategies for addressing developmental levels, exceptional students and related issues are discussed. Technology resources appropriate to teaching are identified and examined. Supervised teaching experiences provide opportunities to develop effective classroom management techniques and communication skills while employing a variety of teaching methods. Assignments develop critical and evaluative thinking and familiarity with the Virginia Standards of Learning and a variety of other teaching resources. Two credits.

## DA 291 Pilates Mat Teacher Training I

This course is designed for students to develop mastery of Pilates' 6 Principles, The Pilates Lab 5 Principles, the 34 Pilates Mat exercises and modifications in preparation for a Pilates Mat Teacher Training Completion Certificate. Contraindications for pregnancy, diabetes and orthopedic conditions will be covered as well as use of Magic Circle, Foam Roller and Theraball props. This course may be taken to fulfill dance technique elective credits. A minimum grade is required for students who wish to proceed to DA 292 Pilates Mat Teacher Training II, to complete the Pilates Mat Teacher Training Completion Certificate. Consult with the instructor for details. Prerequisite: One semester of college level anatomy (BIO 231 or BIO 232 ) approved by the instructor. Corequisite: Concurrent enrollment in DA 19| Pilates Mat. Two credits.

## DA $292 \quad$ Pilates Mat Teacher Training II

This course is designed for students to further develop mastery of Pilates' 6 Principles, The Pilates Lab 5 Principles, the 34 Pilates Mat exercises and modifications in preparation for a Pilates Mat Teacher Training Completion Certificate, which will be granted at the end of the semester provided the minimum grade is attained.
Contraindications for pregnancy, diabetes and orthopedic conditions will be covered as well as use of Magic Circle, Foam Roller and Theraball props. Emphasis will be placed on the observation of other student teachers, preparing and teaching lessons in preparation for a career in teaching Pilates Mat. Certificate students must have earned a minimum grade in DA 291. Consult with instructor for details. This course may be taken to fulfill dance technique elective credits. Prerequisite: DA 29I Pilates Mat Teacher Training I. Corequisite: Concurrent enrollment in DA 19| Pilates Mat. One credit.

## DA 3II Modern Dance V

Continued study of modern dance technique for the advanced student emphasizes the attainment of technical proficiency and high quality performance skills and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 212. Two credits.

## DA $312 \quad$ Modern Dance VI

Continued study of modern dance technique for the advanced student, emphasizes the attainment of technical proficiency and high quality performance skills and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 31I.Two credits.

## DA 321 Ballet V

Continued study of ballet for the advanced student, emphasizes the attainment of technical proficiency and high quality performance skills and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 222. Two credits.

## DA $322 \quad$ Ballet VI

Continued study of ballet for the advanced student, emphasizes the attainment of technical proficiency and high quality performance skills and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 321.Two credits.

## DA $323 \quad$ Pointe

Study in classical pointe technique for the ballet dancer includes training exercises for strength development. Advanced dancers may study ballet variations and pas de deux drawn from the classical repertoire. One or two credits.

## DA 331 Jazz V

Continued study of jazz dance for the advanced student with emphasis on attaining technical proficiency, high quality performance skills, and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 232. Two credits.

## DA 332 Jazz VI

Continued study of jazz dance for the advanced student with emphasis on attaining technical proficiency, high quality performance skills, and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 33I.Two credits.

## DA 34I Dance Composition III

Further exploration in composing duets, trios, quartets and large group pieces. Emphasis on exploring spatial designs and rhythmic variations for group works. Technology skills that support choreographic creativity are developed. Ethical and legal issues relating to technology and copyright are discussed with regard to their impact on choreography, reconstruction and performance. This course further develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. Prerequisite: DA 242.Two credits.

## DA 342 Dance Composition IV

Further exploration in composing duets, trios, quartets and large group pieces. Emphasis is placed on exploring spatial designs and rhythmic variations for group works. Technology skills that support choreographic creativity are developed. Ethical and legal issues relating to technology and copyright are discussed with regard to their impact on choreography, reconstruction and performance. This course further develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. Prerequisite: DA 34I.Two credits.

## DA 35I Dance Production I

Production principles of dance performance include production personnel and scheduling, lighting, staging, costuming, sound production and video techniques. Discussion of these topics will be combined with first-hand experience, as students assist in preparations for all scheduled dance performances. This course develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. One credit.

## DA 352 Dance Production II

This course is designed to acquaint students with dance production management. Topics include scheduling, budgeting and contractual requirements, publicity and box office management, program funding, and production week activities. Discussion of these topics will be combined with first-hand experience, as students assist in preparations for all scheduled dance performances. This course develops a foundation of knowledge skills and processes appropriate for dance performance and teaching. One credit.

## DA 353 Dance Production III

This course is designed to provide students with advanced-level experience in dance production, planning and management. Students will serve as assistants to the production manager and artistic directors, gaining first-hand experience in the development of schedules, contracting personnel and working with a purchasing system for the acquisition of materials and supplies. Students take a more active leadership role during load-in, and may stage manage a mainstage concert, supervise backstage preparations and call cues for performance. Prerequisite: DA 35I. One credit.

## DA 354 Dance Production IV

This course is designed to provide students with advanced-level experience in dance production planning and management, particularly in relation to front-of-the-house activities and publicity. Students take a more active leadership role during load-in, and may stage manage a mainstage concert, supervise backstage preparations and call cues for performance. Students may also assist with Outreach Programming, gaining first-hand touring management experience. Prerequisite: DA 352. One credit.

## DA 361 Ballet Pedagogy

Analysis of content material specific to the pedagogy of ballet technique focusing on sound principles of technique, curriculum development, implementation of goal-specific teaching strategies and evaluation of pupil performance. Technology resources appropriate to teaching are identified, examined and utilized. Independent projects develop reading comprehension, research and oral/written communication skills and familiarity with the Virginia Standards of Learning. Supervised teaching experiences provide opportunities to develop effective classroom management skills and employ a variety of teaching methods. Students must be concurrently enrolled in a major level ballet technique course. Open to dance majors only. Two credits.

## DA 362 Modern Dance Pedagogy

Analysis of content material specific to the pedagogy of modern dance technique focusing on sound principles of technique, curriculum development, implementation of goal-specific teaching strategies and evaluation of pupil performance. Technology resources appropriate to teaching are identified, examined and utilized. Independent projects develop reading comprehension, research and oral/written communication skills and familiarity with the Virginia Standards of Learning. Supervised teaching experiences provide opportunities to develop effective classroom management skills and employ a variety of teaching methods. Students must be concurrently enrolled in a major level modern dance technique course. Open to dance majors only. Two credits.

## DA 363 Jazz Dance Pedagogy

Analysis of content material specific to the pedagogy of jazz dance technique focusing on sound principles of technique, curriculum development, implementation of goal-specific teaching strategies and evaluation of pupil performance. Technology resources appropriate to teaching are identified, examined and utilized. Independent projects develop reading comprehension, research and oral/written communication skills and familiary with the Virginia Standards of Learning. Supervised teaching experiences provide opportunities to develop effective classroom management skills and employ a variety of teaching methods. Students must be concurrently enrolled in a major level jazz dance technique course. Open to dance majors only. Two credits.

## DA $371 \quad$ Dance Science: Kinesiology

In-depth exploration of human anatomical structure and its relationship to dance movement. Emphasis given to understanding joint limitations, injury prevention, and application of knowledge to studio teaching. This course develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. Three credits.

## DA 372 Dance Science: Biomechanics

Continued study of anatomical structure in relation to dance movement, including the principles of physics that influence stability and mobility in the human body. Emphasis given to the creation of desired results in dance training through properly-directed effort and economy of movement. This course develops the foundation of knowledge, skills and processes appropriate for dance performance and teaching. Prerequisite: DA 371. Three credits.

## DA 381 Dance and Music

Seminar in music for the dance professional. Topics include selection criteria, rhythmic training, and score reading and working with dance musicians. Ethical and legal issues pertaining to the use of technology and copyright are examined within the context of the dance profession. This course develops the foundation of knowledge, skills and processes appropriate for dance performance, choreography and teaching. Two credits.

## DA 385 Dance Workshop

Practical experience in dance styles, with preparation of repertoire for performance. Physical skills, professional discipline and artistic expression are developed through these processes to provide a foundation for future performance, choreography and teaching. Prerequisite: Open by audition only. One credit.

## DA $386 \quad$ Dance Ensemble

Practical experience in performance and repertoire through intensive rehearsals and a variety of performance opportunities. Physical skills, professional discipline and artistic expression are developed through these processes to provide a foundation for future performance, choreography and teaching. Audition required. Two credits.

## DA 443 Senior Seminar I

Final performance and choreographic project for all BFA Dance and Dance Education majors. Requirements to be determined by dance faculty. Seminar focuses on fostering the creative process and providing production support while developing decision-making, problem-solving and oral/written communication skills. Appropriate technologies will be utilized to access and exchange information, facilitate creative processes and production management, and develop required documentation throughout the experience. Prerequisites: DA 312 or DA 322 or DA 332 and DA 342. One credit.

## DA 444 Senior Concert and Seminar II

Conclusion of final performance and choreography project for all BFA Dance and Dance Education majors. Requirements to be determined by dance faculty. Seminar focuses on career management strategies for the entrylevel dance professional and opportunities for continuing education in the field. Appropriate technologies will be utilized to access and exchange information, facilitate creative processes and production management, and develop required documentation throughout the experience. Prerequisite: DA 443. One credit.

## DA $471 \quad$ History and Philosophy of Dance I

A study of the development of Western theatrical dance, relating this history to the cultural trends that shaped it. Philosophical theories of dance as a performing art and the writings of contemporary critics are examined and discussed. Emphasis placed on the development of an individual aesthetic base, developed through exposure to a wide variety of recorded resources. Independent reading, writing and research assignments develop comprehension, technology and oral/written communication skills. Three credits.

## DA $472 \quad$ History and Philosophy of Dance II

A continuation of DA 471. Three credits.

## DA $495 \quad$ Special Topics

Investigation of a specialized area of dance knowledge in a class or studio setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## DA $498 \quad$ Culminating Project

An independent instruction setting for preparation of a culminating project in dance studies. Focus and development of ideas leads to research into a topic of the student's choice. The culminating project results in a written document and an oral presentation of the student's work in a public forum. One or two credits.
DA $499 \quad$ Individual Directed Research
A private instruction setting for individual projects in dance. May be used to fulfill dance electives only. Project proposal must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## DANCE EDUCATION (DAED)

## DAED 332 Foundations for Dance Education

Exploration of historical, social and philosophical foundations of current education practices and their relationship to the dance educator's experience within the public school system. Concurrent enrollment in DAED 333 is required. Student must be a BFA Dance Education major to enroll in this course. Two credits.

## DAED 333 <br> DAED 334 Field Experience II

Practical experience and observation of teaching strategies and skills in a variety of educational settings in elementary, middle and secondary levels. Assignments facilitate reflection on each observation experience, including the evaluation of teaching methods, classroom management strategies, content of lessons, use of materials and resources, and pupil performance. Student must be a BFA Dance Education major to enroll in these courses. One credit each.

| DAED | 421 | Directed Teaching in the Elementary School |
| :--- | :--- | :--- |
| DAED | 422 | Directed Teaching in the Secondary School |

Observation and teaching in public schools and private dance studios under direct supervision. Students will demonstrate a command of the knowledge, skills and processes necessary to meet a range of developmental levels for students in preK-12.Through the planning, delivery and evaluation of lessons as required by each teaching assignment, student will demonstrate the ability to develop content, utilize appropriate teaching resources, employ effective classroom management strategies, evaluate student progress and communicate effectively with students, colleagues and parents. Prerequisites: DAED 333, DAED 334, DA 361 or DA 362 or DA 363 and a minimum grade of "C" in technique classes as specified in the Dance Education curriculum. Student must be a BFA Dance Education major to enroll in these courses. Four credits each; may be taken concurrently.

## DANCE: LIFETIME FITNESS (DAPE)

## DAPE II3 Modern Dance I

A course designed for non-dance majors that involves the development of skill, knowledge and appreciation of modern dance through the presentation of fundamental techniques and other movement experiences. One credit.

## DAPE II4 Modern Dance II

A course designed for non-dance majors that involves the development of skill, knowledge and appreciation of modern dance through the presentation of fundamental techniques and other movement experiences.
Prerequisite: DAPE II 3. One credit.

## DAPE $120 \quad$ Foundations of Ballet Technique

Designed for the non-dance major, this course offers intensive training in the basic skills, knowledge and processes of ballet technique and vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Three credits.

## DAPE 123 Ballet I

A course designed for the non-dance major as an introduction to the basic skills, knowledge and processes of ballet technique and vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE I20. One credit.

## DAPE I24 Ballet II

A course designed for the non-dance major as an introduction to the basic skills, knowledge and processes of ballet technique and vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE 123 . One credit.

## DAPE 133 Jazz I

A course for non-dance majors that develops technical skills, knowledge and appreciation of jazz dance, with emphasis on musical theatre styles. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE I20. One credit.

## DAPE 134 Jazz II

A course for non-dance majors that develops technical skills, knowledge and appreciation of jazz dance, with emphasis on musical theatre styles. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE I 33. One credit.

## DAPE 135 Tap I

A course that develops skills, knowledge and appreciation of tap dance through the study of elementary rhythms, basic steps and terminology.Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. One credit.

## DAPE I36 Tap II

A course that develops skills, knowledge and appreciation of tap dance through the study of elementary rhythms, basic steps and terminology. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE I35. One credit.

## DAPE 152 Contact Improvisation

Exploration of contact improvisation skills, including weight-sharing and the immediacy of movement initiated by physical contact. One credit.

## DAPE 220 Dance Technique for Musical Theatre

The course offers intensive training in the skills, knowledge and processes of ballet and jazz dance techniques. Emphasis is placed on development of movement vocabulary, performance skills, technical accuracy and injury prevention awareness. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Course is open to students from all majors, but an audition is required for placement. Prerequisite: Placement by audition. Three credits.

## DAPE 223 Ballet III

For the non-dance major, continued training with emphasis on increasing technical proficiency and awareness of the art form. Prerequisite: DAPE I24. One credit.

## DAPE 224 Ballet IV

For the non-dance major, continued training with emphasis on increasing technical proficiency and awareness of the art form. Prerequisite: DAPE 223. One credit.

## DAPE 233 Jazz III

For the non-dance major, a continuation of the study of technique in the jazz style, with emphasis on performance skills. Prerequisite: DAPE |34. One credit.

## DAPE 234 Jazz IV

For the non-dance major, a continuation of the study of technique in the jazz style, with emphasis on performance skills. Prerequisite: DAPE 233. One credit.

## DAPE 235 Tap III

Continued study of tap dancing, with emphasis on complex rhythms and advanced technical skills. Prerequisite: DAPE 136. One credit.

## DAPE 236 Tap IV

Continued study of tap dancing, with emphasis on complex rhythms and advanced technical skills. Prerequisite: DAPE 235. One credit.

## DAPE 333 Musical Theatre Dance Styles I

A course for musical theatre majors (and others with permission of the instructor) that develops skills, knowledge and processes for the study of musical theatre dance repertoire. Emphasis is placed on performance of traditional movement vocabulary for different historical time periods and musical genres, developing a character through choreography, and developing the versatility necessary for professional work. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography, and teaching. One credit.

## DAPE 334 Musical Theatre Dance Styles II

A course for music theatre majors (and others with permission of the instructor) that develops skills, knowledge and processes for the study of musical theatre dance repertoire. Emphasis is placed on performance of movement vocabulary for a variety of contemporary musicals, developing a character through choreography and developing the versatility and adaptability necessary for professional work. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. One credit.

## DAPE 393 Social Dance Styles

A course in the fundamentals of contemporary dance styles such as ballroom, folk dance, contra dance and country line dancing. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. One credit.

## ECONOMICS (EC)

## EC 211 Principles of Macroeconomics

Principles and problems of macroeconomics: national income, employment, inflation, economic growth, monetary and fiscal policy, interest rates, international economics and alternative economic systems. Three credits.

## EC $212 \quad$ Principles of Microeconomics

Principles and problems of microeconomics: price, value and distribution, and economic decision making under different market structures. Emphasis is placed on the efficient allocation of resources by firms and owners of the factors of production. Three credits.

## EC 3II Intermediate Macroeconomics

Intermediate-level analysis of the determination of economic aggregates, including national income, employment, inflation and economic growth. Theory and applications. The roles of monetary and fiscal policy, private sector shocks and the transmission of the same via the financial sector. Prerequisites: BA 203 or MATH 207, EC 2 II, MATH IOI.Three credits.

## EC $312 \quad$ Intermediate Microeconomics

Intermediate-level analysis of the determination of price, resource allocation and income distribution in different market structures as these may be affected by taxes and subsidies and other interventions. Theory and applications. Prerequisites: BA 203 or MATH 207, ECON 2I2, MATH I 0 I. Three credits.

## EC $\quad 340 \quad$ Moral Foundations of Free Enterprise

A junior level course in moral foundations of a private property, free market-oriented economy. Develops what would be moral based on an examination of the behaviors that promote the flourishing of life of among egoistic agents acting in community. Topics cover the social evolution of law, property and contract, honest dealing and reputation, personal integrity, tolerance of others and compassion, and the challenges posed by the abundance made possible by economic freedom in undermining these moral principles. Extensive use of seminar and experience-based learning. Prerequisites: Sophomore-level standing and at least one business or economics course. Corequisite: ECLB 340.Three credits.

## EC $350 \quad$ Money and Banking

An examination of money, credit, and banking, and of monetary policy. Topics include money and inflation, the determination of interest rates, bank management and lending, and bank safety and regulation. Prerequisites: EC 211 and EC 212 .Three credits.

## EC 450 International Economics

An examination of international trade and economic development. Topics include trade policy, international monetary regimes, the determination of exchange rates, and international capital flows. Prerequisites: EC 211 and EC 212.Three credits.

## EC 47I Healthcare Economics

This course provides an overview of the issues in health economics and identifies challenges facing the American healthcare industry today. It is designed for students with sufficient knowledge in consumer and producer theories. Applying microeconomic principles, we examine the structure of healthcare delivery and its financing, demand for healthcare, the role and types of insurance, government regulations and healthcare reform. At issue is how healthcare markets contrast with other markets in the economy. Prerequisites: EC 212 and BA 302 (or MATH 208). Three credits.

## EDUCATION (EDU)

## EDU 221 Child Development Lab

This course supplements Child Development (PSY 220) by providing field observation in daycare centers as well as elementary, middle and secondary schools (PK-I2) for students in the teacher licensure program. One credit.

## EDU 301 Orientation to Teaching/Practicum

Designed to develop an understanding of the historical, social and philosophical foundations underlying the role, development and organization of U.S. public education and instructional design based on assessment data. Legal status of teachers and students, including federal and state laws and regulations, school as an organizational culture and contemporary issues in education are addressed. In practica, students observe and participate in limited ways in the activities of the school. Three credits.

## EDU 322 Creative Arts

This course is designed to prepare elementary school classroom teachers to help children develop creativity. The basic objective of the course is to give the prospective elementary teacher knowledge of current methods and materials which can be used to enrich music and art experiences in the classroom. Two credits.

## EDU 324 Language Arts

An overview of curriculum and instruction in the elementary school language arts programs. This course will integrate current theory and research in language development, reading methods, diagnostic procedures with specific methods for teaching reading, writing, spelling, grammar, listening and speech in the elementary classroom. The course will also focus on methods of using children's literature to enhance the teaching of language arts. Six credits.

## EDU $325 \quad$ Children's Literature

An introduction to the various types of literature for children and the methods for evaluating and selecting literature to meet the interests and needs of individual children in the elementary school. Three credits.

## EDU 336 Reasoning Skills I: Science

Students will examine science education at the elementary school level from philosophical, historical and a current and practical perspective. Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia. Three credits.

## EDU 337 Reasoning Skills II: Mathematics

Students will examine mathematics education at the elementary school level from a philosophical, historical, and a current and practical perspective. Must submit evidence of Praxis / score that satisfies licensure regulations for the Commonwealth of Virginia. Three credits.
EDU 343 Methods and Assessments in Middle and Secondary Schools
Students will study and implement effective middle and secondary school teaching methods and assessments for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group, or individualized instruction and including students with diverse and/or special needs. Course includes field practicum in area school. Prerequisites: EDU 301 and acceptance into teacher education program. Three credits.
EDU 344 Methods and Management in Middle and Secondary Schools
Students will study and implement effective middle and secondary school teaching methods and management strategies for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group or individualized instruction and including students with diverse and/or special needs. Course includes field placement in area middle/secondary school. Prerequisites: EDU 30I and acceptance into teacher education program. Three credits.
EDU 345 Methods and Management in Elementary and Middle Schools
Students will study and implement effective elementary and middle school teaching methods and management strategies for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group or individualized instruction and including students with diverse and/or special needs. Course includes field placement in area elementary/middle school. Prerequisites: EDU 30I and acceptance into teacher education program. Three credits.

## EDU 346 Methods and Assessments in Elementary and Middle Schools

Students will study and implement effective elementary and middle school teaching methods and assessments for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group or individualized instruction and including students with diverse and/or special needs.
Course includes field placement in area elementary/middle school. Prerequisites: EDU 30I and acceptance into teacher education program. Three credits.

## EDU 403 Special Topics in Education

This course considers selected topics related to education. The participants will choose areas in which they wish to study either individually or in a group. Topics related to education may also be taken as workshop experiences when appropriate. May be repeated for additional credit. One, two or three credits.

## EDU 44I Student Teaching in the Middle and Secondary Schools

Observation and participation in the teaching of students at the middle and/or secondary levels in area schools. Assignments to specific schools will be made by Shenandoah University faculty in cooperation with the administrators of the schools systems. Prerequisites: EDU 343 and EDU 344. Must submit evidence of Praxis II score that satisfies licensure regulations for the Commonwealth of Virginia. Nine credits.

## EDU 46I Student Teaching in Elementary and Middle Schools

Observation and participation in the teaching of students at the elementary or middle school level in area schools. Assignments will be made by Shenandoah University faculty in cooperation with the administrators of the school systems. Prerequisites: EDU 345 and EDU 346. Must submit evidence of Praxis II and RVE scores that satisfy licensure regulations for the Commonwealth of Virginia. Nine credits.

## ENGLISH (ENG)

## ENG IOI Composition

Instruction and practice designed to increase competence in communication, with primary emphasis on expository writing. Three credits.

## ENG I02 Introduction to Literature

English 102 introduces students to major literary genres including short fiction, the novel, poetry and drama. English 102 includes instruction in composition and essay writing. Prerequisite: ENG IOI.Three credits.

## ENG 20I Advanced Essay

Instruction and practice in writing substantial essays of varied types: personal, expository, persuasive and literary. Prerequisite: ENG 102 . Three credits.

## ENG 207 Imaginative Writing

Instruction and practice in the fundamentals of imaginative writing - drama, fiction and poetry. Prerequisite: ENG I02. Three credits.

## ENG 209 Research Writing in English

Intensive practice in methods and materials of writing research reports and papers according to Modern Language Association Guidelines. Bibliographic studies include library and Web resources dedicated to the study of literature. Required of English majors, this course is open to other students interested in learning techniques of literary research, analysis and composition. Prerequisite: ENG I02. Three credits.

## ENG $210 \quad$ Modern Grammar

An intensive study of the terminology and function of grammar. Beginning with the eight parts of speech, the course goes through complex forms such as absolutes, clauses and gerundives. The course concludes with a survey of modern theories of linguistics. Prerequisite: ENG IOI.Three credits.

## ENG $213 \quad$ Literature in Critical Perspectives

Instruction in modern critical approaches to literature. Prerequisite: ENG I02. Three credits.

## ENG 235 Ancient World Literature

A survey of selected literary masterpieces from Classical times to the Renaissance. Prerequisite: ENG IO2.Three credits.

## ENG $310 \quad$ American Autobiography

This is a history of the American Self as redefined by commentators from John Woolman to Annie Dillard. Selected autobiographies will be examined in their historical contexts and with reference to race and gender as important formative factors in self identity. Prerequisite: ENG I 02. Three credits.

## ENG $315 \quad$ Nature Writing in America

Nature writing in America enjoys a long and rich tradition; it ranges from essays that are purely descriptive to those that become autobiographical and even metaphysical. Most of the readings are contemporary, although classical 19th century examples and perspectives will be examined initially. Prerequisite: ENG 102 . Three credits.

## ENG $316 \quad$ Diseases in Literature

An examination of the human responses to disease throughout history in order to understand the social, religious and medical reactions to epidemic diseases of people in past ages as presented in literature. Prerequisite: ENG IO2. Three credits.

## ENG 32I-340 Studies in Short Fiction

Studies in short fiction (short story, novella, novelette) in which wide reading of exemplary works is the basis of critical analysis and discussion. Prerequisite: ENG 102 . Three credits.

## ENG $321 \quad$ The Novella

The major objectives of this course are to define the nature of the novella, or short novel, as a type of prose fiction; to read critically some of the finest American and European modern novellas by such authors as Tolstoi, Mann, Kafka, James, Chopin, Conrad, Wharton, Joyce, Lawrence, Porter, Lessing, Roth and Munro. At least IO works will be addressed. Prerequisite: ENG 102 . Three credits.

## ENG 325 The American Short Story

The American short story surveys the genre from its beginnings in the early 19th century up to the present day. Students will study the genesis of the short story form and the alterations of the form through time, by individual authors. Among the authors who will be examined are Irving, Poe, Hawthorne, Melville, Twain, Jewett, Crane, Cather, Anderson, Faulkner, Fitzgerald, Hemingway, Porter, Welty, O'Connor, Baldwin, Cheever, Updike, Oates and Walker. Representative stories will be read closely and in their literary, historical and cultural contexts. By semester's end, students will understand the vital tradition of the American short story and each author's place in that tradition. Prerequisite: ENG I02.Three credits.

## ENG 328 Contemporary World Fiction in English

A comparative study of major contemporary works of world fiction in English from Africa, Asia, the Middle East, the Americas, the Caribbean and the British Commonwealth by a variety of authors. Cross-cultural similarities such as theme and technique will be identified with simultaneous attention to historical and cultural specificities.
Prerequisite: ENG I02. Three credits.

## ENG 34I-360 Studies in Long Fiction

Studies in long prose fiction (novel or other extended prose narrative) in which wide reading of exemplary works is the basis of critical analysis and discussion. Prerequisite: ENG 102. Three credits.

## ENG 344 I8th Century British Novel

In the last decades of the 17 th century, social and economic changes in England led to the growth of a new group of readers. These readers were attracted to romance and adventure, and to realism and humor as well. They were often not among the best-educated people, and this caused their preference for reading prose rather than verse. This was the climate that led to the emergence of the modern novel. Works by Aphra Behn, Daniel Defoe, Henry Fielding, Samuel Richardson and Laurence Sterne will be studied. Prerequisite: ENG I02.Three credits.

## ENG $346 \quad$ 19th Century American Novel

Selected novels by James Fennimore Cooper, Nathaniel Hawthorne, Herman Melville, Mark Twain, William Dean Howells and Stephen Crane are examined for their literary accomplishments and in relation to their historical, sociological and psychological contexts. Prerequisite: ENG I02.Three credits.

## ENG 347 20th Century American Novel

Crane's Maggie:A Girl on the Streets, Drieser's Sister Carrie, Anderson's Winesburg, Ohio, Fitzgerald's The Great Gatsby, Hemingway's The Sun Also Rises, Cather's Death Comes for the Archbishop and A Lost Lady, and Faulkner's Light in August are examined for their literary accomplishments and in relation to their historical, sociological and psychological contexts. Prerequisite: ENG I02. Three credits.

## ENG $349 \quad$ 19th Century British Novel

Join the conversation about several 19th century British novels. We will discuss the effects of social gossip (Emma), the roles of women in society (Jane Eyre), the influence of the Napoleonic War (Vanity Fair), the powerful reach of a decades-long lawsuit (Bleak House), and modes of fin-de-siècle decadence (The Picture of Dorian Gray). As we read and enjoy these novels, our goals will be to analyze the narrative and stylistic techniques employed, and to examine these novels from various critical perspectives, such as the psychological, historical and feminist. Prerequisite: ENG I02. Three credits.

## ENG $350 \quad$ Modern British Novel

Students will read several of this century's most important novels, including Conrad's Heart of Darkness (1902), Forster's Lawrence's Sons and Lovers (19|3), Joyce's Portrait of the Artist as a Young Man (I9|6), Woolf's Mrs. Dalloway (I925), a novel by Greene or Golding, and Lessing's Golden Notebook (I962). In addition to enjoying these novels, students will discover the narrative and stylistic techniques employed (often experimental in form and content), will discuss the philosophical and psychological views presented, and will examine the social and historical backgrounds of these novels. Prerequisite: ENG I02. Three credits.

## ENG 356 Arthurian Literature

In Arthurian Literature, students will examine the historical evidence for King Arthur before studying the growth and development of the legend of Arthur during the Middle Ages. Students will read about the Grail quest and the Knights of the Round Table in excerpts from French and English romances, and will study Gawain and the Green Knight before reading a significant portion of Malory's Morte d'Arthur. During the second half of the course, students will investigate 19th and 20th century versions of Arthurian legend in writers such as Tennyson and T.H. White; in Wagner's opera Tristan und Isolde; in artistic representations by Morris, Burne-Jones, D.G. Rossetti, Beardsley, Dore and others; and in British and American popular culture. Prerequisite: ENG I02. Three credits.
ENG $358 \quad$ Willa Cather
A broad and intensive study of Willa Cather's fiction (novels and short stories) that emphasizes her prominence as an American modernist. Major works may include My Antonia, A Lost Lady, The Professor's House, Death Comes for the Archbishop and Sapphira and the Slave Girl. Prerequisite: ENG I02. Three credits.

## ENG 36I-380 Studies in Drama

Studies in drama in which wide reading of exemplary works is the basis of critical analysis and discussion. Prerequisite: ENG I02. Three credits.

## ENG $361 \quad$ Comic Drama

Comic drama isn't just for laughs. For 25 centuries, in fact, playwrights have used comedies to communicate serious ideas about people as individuals and groups. This course will survey comic plays written during those 25 centuries. Aristophanes, Plautus, Shakespeare, Moliere and Sam Shepard are just five of the playwrights, from five different eras and parts of the world, the course will consider. Prerequisite: ENG I02. Three credits.

## ENG 362 Modern Continental Drama

This course is a survey of Continental drama from Ibsen to lonesco, with Strindberg, Chekov, Pirandello, and Brecht as other major figures. Additional playwrights addressed may include Becque, Hauptmann, Gorki, Maeterlinck, Molnar, Capek, Lorca and Beckett. Major course requirements are quizzes on assigned plays, midterm exam, a final exam and a term paper. Prerequisite: ENG 102 . Three credits.

## ENG 363 Shakespeare

Preliminary work consists of orientation to modern English, the language of Shakespeare, and to Elizabethan history, thought and culture. Most importantly, this course involves the study of plays representing the range of Shakespeare's dramatic works. Prerequisite: ENG I02. Three credits.

## ENG $365 \quad$ Modern American Drama

Modern American Drama is a course in critical reading, discussion and reflection on some of the finest American plays from I915 to 1965. Featured playwrights include O'Neill, Odets, Sherwood, Saroyan, Wilder, Anderson, Williams, Miller and Albee. Prerequisite: ENG I 02. Three credits.

## ENG $366 \quad$ Major Trends in Contemporary Drama

This course explores the work of five important playwrights of the past three decades: Beth Henley, David Mamet, Sam Shepard, August Wilson and Lanford Wilson. Classes will be devoted to critical analysis and interpretation of the plays and discussing the playwrights' views of late 20th century America. We will watch filmed productions of several of the plays. Prerequisite: ENG 102. Three credits.

## ENG 38I-399 Studies in Poetry

Studies in poetry in which wide reading of exemplary works is the basis of critical analysis and discussion. Prerequisite: ENG 102 . Three credits.

## ENG 38I Poetic Genres

The most important objective of this course is to define and comprehend the significant genres and subtypes of English and American poetry, both fixed and free forms. While not a course in literary history or poetic theory, both are inescapable parts of the study. Prerequisite: ENG I02. Three credits.

## ENG 382 English Romantic Poets

This course explores Romanticism in its English context by study of many of the finest poems by the most prominent poets of the period. Five writers are featured:William Wordsworth, Samuel Taylor Coleridge, George Gordon (Lord Byron), Percy Bysshe Shelley and John Keats. Prerequisite: ENG IO2.Three credits.

## ENG 383 Modern American Poetry

This is a study of American poetry from about 1900 until about 1939. Among the major writers covered are Frost, Eliot, Pound, Williams and Stevens. Day-to-day work emphasizes careful reading and discussion of poems. This course is especially useful for understanding Modernism as an artistic, and especially literary, movement. Prerequisite: ENG I02.Three credits.

## ENG 386 Victorian Poetry

A study of the major poets of the Victorian era, including Tennyson, Arnold, R. Browning, E. B. Browning, D. G. Rossetti, C. Rossetti, Clough, Meredith, Morris, Swinburne, Hopkins, Wilde, and others. Attention will be focused on various poetic forms such as lyric, dramatic monologue, ode and elegy. Prerequisite: ENG I02. Three credits.

## ENG 499 Senior Comprehensive Study

Independent study in which a senior English major is expected to demonstrate maturity as a reader, writer and critic. Based on a reading list prepared by the English faculty and made available to students when they declare major status and culminating in a substantial examination. During the time of preparation for the examination, students are invited to arrange for consultation with individual members of the English faculty. If a student's performance on the examination is unsatisfactory, he or she must wait at least thirty days before re-attempting the examination. Required in the senior year of every student who majors in English. Prerequisites: 21 credits in English courses at and above 200-level with at least nine hours at the 300-level. Three credits.

## ENGLISH AS A SECOND LANGUAGE (ESL)

## ESL $\quad 100 \quad$ Beginning English Conversation

Emphasis is placed on verbal skills, which include pronunciation and vocabulary development, providing students opportunities to build their communication ability through face-to-face interactions and through presenting formal speeches. Current issues are discussed and offer students rich content for critical thinking, guided learning and language development. Three credits.

## ESL 103 Beginning English Listening Comprehension

Skills developed include hearing and pronouncing vowel and consonant sounds, syllable stress, and intonation common to American English; acquiring listening strategies and developing note taking in order to gain understanding of what is heard in both every day and academic contexts. Three credits.

## ESL $105 \quad$ Beginning English Reading and Writing

Students at the beginning levels of reading English are guided through literature in a question and answer process that strengthens reading comprehension. Beginning written expression is emphasized through various types of essay. Organization, support, focus and mechanics of writing are developed, as well as grammatical accuracy and vocabulary.Three credits.

## ESL 106 Intermediate Reading and Writing

Reading and interacting with literature provides the catalyst for academic writing assignments that range from informal essays and formal papers to a process-oriented development of a research project. This course is designed for students at the intermediate level of English proficiency. Prerequisites: ESL 100 and ESL I 05. Three credits.

## ESL 108 Intermediate Listening Comprehension

Listening comprehension continues to be developed through hearing and pronouncing difficult words and syllabications in American English and though developing strong note taking skills in academic lecture situations. Prerequisites: ESL IOO and ESL I 03. Three credits.

## ESL 109 Intermediate Speech Communication

Skills for the intermediate learner focus on the development of academic communicative abilities. Students interact in seminar discussions, draft and present speeches, research and debate topics, and perform group projects.
Prerequisites: ESL IOO and ESL I 05. Three credits.

## ESL I2I Advanced English as a Second Language Composition

Students are guided through the process of written communication through composing quality essays and research papers and orally presenting their writings. While using literature as the foundation for writing, researching, note taking, outlining, drafting and editing to completion are emphasized. The instructor works closely with each student to carefully examine the content and continuity of the writing. This course is taken in conjunction with ENG IOI, English Composition, so that students can transfer the skills learned in ESL $12 \mid$ to mainstream academic classes. Graduate students may choose to take ESL I $2 I$ as a stand-alone course. Prerequisite: ESL I 06. Three credits.

## ESL 122 Advanced English as a Second Language Speech Communication

Emphasis is placed on the principles of public speaking, including purpose, written development, pronunciation, vocabulary choice, delivery and practice. This course is taken in conjunction with MCOM I50, Principles of Public Speaking, so that students can transfer the skills learned in ESL 122 to mainstream academic classes. Graduate students may choose to take ESL 122 as a stand-alone course. Prerequisite: ESL I09. Three credits.

## ESL 195 Topics

This directed study class is for the advanced ESL student who desires more focused instruction in English. ESL 195 can be taken on its own or coupled with any I00 or 200 level course in Arts \& Sciences. Graduate students may choose to take this class along with any graduate-level course. Prerequisites: ESL I 21 and ESL I 22. Three credits.

## ENVIRONMENTAL STUDIES (ES)

## ES IOI Introduction to Environmental Studies

Intended for anyone interested in the environment, this course addresses the inter-related scientific, technological, economic, social, political and ethical dimensions of environmental issues. Three credits.

## ES $105 \quad$ Field Natural History

An introduction to natural science designed for students not majoring in either environmental studies or biology. Among the topics covered are weather, plate tectonics, geology of the central Appalachians, evolution, pond and stream ecosystems, field and forest succession, plant and animal biology, and the use of identification keys, topographic maps and instruments to measure environmental phenomena. Three lecture hours plus two-hour lab per week. ELAB I05 Field Natural History lab must be taken concurrently. Four credits.

## ES 242 Freshwater Ecology and Pollution

Examines the types, biological communities, ecological processes and environmental health of freshwater ecosystems. Emphasis is placed on nutrient cycling, trophic relationships and organisms' adaptations to life in ponds, lakes, streams, rivers and wetlands. In addition, freshwater pollution sources, effects, measurement techniques and control methods are addressed. Prerequisite: ES IOI or BIO 121 or BIO 122 . Three lecture hours and three lab hours per week. ELAB 242 must be taken concurrently. Four credits.

## ES $290 \quad$ Environmental Issues Seminar

An introduction to current issues and methods in the environmental professions and to selected scientists, thinkers and activists whose efforts have shaped the environmental studies field. The course includes field sessions, laboratory experiences and an examination of career opportunities. Intended for freshmen, sophomores and transfer students in environmental studies and natural sciences programs but open to all students. Two lecture hours per week. Prerequisite: ES IOI or ES I05 or BIO 121 or BIO 122.Two credits.

## ES $295 \quad$ Wildlife, Ecology and Habitat Management

This course will examine the ecology and management of game and nongame vertebrate species. Specific attention is given to ecological principles, population dynamics, conservation concerns and the management of population and habitats. Outside field days may be required. Prerequisite: ES 101 or BIO 121 or BIO 122 . Three credits.

## ES $300 \quad$ Geographic Information Systems

An introduction to the theories and applications of geographic information systems (GIS). Emphasis is placed on geographic information acquisition, manipulation and mapping. An integrated system of lectures and hands-on exercises will be used to gain practical experiences in GIS analysis and visualization. A basic knowledge and use of computers is assumed. Three credits.

## ES $319 \quad$ Environmental Policy and Programs

An examination of environmental policies, policy formulation, and policy implementation at the community, state, national, and international levels. Programs, both public and private, to protect environmental quality and implement environmental laws and policies will also be addressed. Trips to the offices of government agencies and non-governmental organizations supplement lectures. Three lecture hours per week. Prerequisite: ES IOI.Three credits.

## ES 340 Environmental Education

Discusses the history, settings, methods, and prospects for environmental education. Students examine environmental education instructional materials, try out various teaching methods and discuss how the objectives of environmental education can be translated into programs and activities. Teaching sessions in various formal and informal education settings arranged. Prerequisites: BIO 12 I and BIO 122 or ES IOI, and at least two natural science courses at the 200-level or above. Three-hour lecture plus three-hour laboratory per week. ELAB 340 Environmental Education lab must be taken concurrently. Four credits.

## ES $390 \quad$ Environmental Research Seminar

An examination of selected research techniques for assessing environmental quality. The course includes field sessions, laboratory experiences and discussions with environmental professionals. Intended for juniors and seniors in environmental studies and natural sciences programs. Two lecture hours per week. Prerequisite: ES IOI or ES I 05 or ES 290 or BIO 32I.Two credits.

## ES $395 \quad$ Topics in Environmental Studies

Selected topics in environmental studies for reading, discussion, writing and project work. Two or three credits.

## ES $399 \quad$ Directed Study

Directed study in a wide variety of areas of environmental studies. May be repeated for credit. One, two or three credits.

## ES $401 \quad$ Environmental Studies Internship

Students undertake professional experience in the environmental field by working for a cooperating institution, company or government agency. Student progress is monitored by a work supervisor in conjunction with Shenandoah University faculty. Forty work hours are required for each credit hour. One, two or three credits.

## ES $\quad 419 \quad$ Community and Regional Studies

An examination of the processes that transform the natural environment and create the environments in which people live, plus class investigations of the ways communities deal with the problems they face. Students analyze environmental and social concerns in Winchester and in the central Appalachian region. Results presented orally and in written reports. A group project on a regional environmental issue resulting in a product useful to local citizens concludes the course. Three-hour lecture plus three-hour laboratory per week. Prerequisites: ES IOI and junior standing. SOC IOI or PSCl IOI recommended. ELAB 419 Community and Regional Studies Lab must be taken concurrently. Four credits.

## ES 42I Environmental Measurement Methods

This course assists students in understanding and applying selected scientific techniques used in ecology, field biology and environmental assessment. The class discusses ecological principles and environmental protection measures as they relate to the methods studied. Students contribute to one or more research projects of the Environmental Studies Program or other science programs at Shenandoah University. Students also have the opportunity to design their own related projects. Three-hour lecture plus three-hour laboratory per week. Prerequisite: BIO 321 or the equivalent. ELAB 421 Environmental Measurement Methods Lab must be taken concurrently. Four credits.

## ES 492 Research Seminar in Environmental Studies

Students propose and conduct research on a topic of environmental interest. Two credits.

## ETHNOMUSICOLOGY (MUET)

## MUET 301 Introduction to Ethnomusicology

Emphasis on methods of study that support the view of musical expression within a cultural context. Topics include theoretical foundations, significant persons, organizational and material resources, regional studies, research topics and employment opportunities. Two credits.

## MUET 302 Methods of Ethnomusicology

Analytical methods in ethnomusicology described in terms of purpose, processes, historical and current practice, sources of data for analysis, specific approaches used in the analysis of music and culture, reporting outcomes and ethical considerations. Prerequisite: MUET 301.Two credits.

## MUET $401 \quad$ Field Experience in Ethnomusicology

Methods of field work for generating data on which knowledge, including musical and cross-cultural understanding, is based. Early and recent methodological approaches are compared, including the use of technology. Strategies, protocol and techniques are presented for the collection and initial organization of musical, bio-social-cultural and historical data. Prerequisite: MUET 301.Two credits.

## FIRST-YEAR SEMINAR: GOING GLOBAL (FYS)

## FYS IOI Going Global First-Year Seminar

Multi-disciplinary, first-year seminar classes which cover a wide range of topics designed to facilitate student's interest in global learning and to demonstrate an increased capacity to realize development as global citizens able to make responsible contributions within a community, nation and world. Open only to first-year, first-semester students. Three credits.

## FRENCH (FR)

## FR IOI Beginning French I

For students who have had very little or no exposure to French. This course introduces the student to spoken French through in-class conversational drills and recreations of everyday situations. Three credits.

## FR 102 Beginning French II

A continuation of $\mathrm{FR} I 01$, this course builds on the basic speech patterns acquired in the preceding semester and is intended to help the student make the transition from passive familiarity to active use of the language.
Prerequisite: FR IOI.Three credits.

## FR 201 Intermediate French I

This course is intended to help the student acquire the ability to speak fluent French. Emphasis will be laid on idiomatic expressions, the art of translation, and the more sophisticated elements of written and spoken French. Prerequisite: FR I02. Three credits.

## FR 202 Intermediate French II

Emphasis is placed on perfecting the student's ability to think and converse in French with ease. Language books are supplemented by readings in French literature, culture, and civilization. Prerequisite: FR 201 Three credits.

## FR 301 French Conversation

Development of oral expression and fluency with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: FR 202 or equivalent. Three credits.

## FR 302 French Grammar and Composition

Development of written expression with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: FR 202.Three credits.

## FR $315 \quad$ French/Francophone Literatures

This course introduces students to literary works from the French and Francophone world. Students will develop through the reading and discussions of works (narrative, prose, drama, poetry, visual materials) analytical skills and will become familiar with major writers of different cultures. Prerequisite: FR 202. Three credits.

## FR $316 \quad$ French/Francophone Cultural Voices

Students explore aspects of French and Francophone culture with an emphasis on cultural expression of contemporary works. We will examine through literary works, artifacts and technological production the impact of historical and political movements and learn about the values and beliefs of the respective cultures. Prerequisite: FR 315 . Three credits.

## FR $360 \quad$ Advanced Grammar and Composition

The course stresses improving comprehension and written production skills in French. Culturally authentic written materials will enhance proficiency in all aspects of the French language. Assignments include a review of the fine points of French grammar. Prerequisite: FR 316. Three credits.

## FR 395 Topics

This course is designed to enrich student's knowledge of the French and Francophone Literatures and Cultures in their diversity, social and cultural complexity. This course is taught in French. Prerequisite: FR 360. Three credits.

## GEOGRAPHY (GEO)

## GEO IOI Physical Geography

An examination of the spatial patterns and processes of Earth's physical features. Using case studies, discussions and laboratory exercises, the course will examine earth-sun geometry, atmospheric dynamics, landforms, soils, vegetation patterns and internal dynamics. Interactions between human activities and the physical environment will also be explored. Three credits.

## GEO $201 \quad$ Economic Geography

A study of the locations of economic activities, raw materials, markets, labor supply, and transportation costs; relationships among different economic activities; and specific studies of major commercial products from their origins to consumer. Three credits.

## GEO 202 Human Geography

An examination of the geographic patterns and processes of human activities and human-environment interactions, this course will emphasize geographic analyses, the interdependence of geographic scales, the influence and meaning of places and the interdependence of places in a globalizing world. Three credits.
GEO 454 Our Eastern Forests: History, Ecology and Change
This course examines the characteristics and processes of forest communities in the eastern United States. Specific attention is given to environmental history, forest-environment interaction, forest disturbance, tree regeneration and tree-ring analysis. Issues of forest management and conservation concern will also be considered. Outside field days may be required. Prerequisites: $\mathrm{ES} 101, \mathrm{BIO} 121$ and BIO 122 . Three credits.

## GEOLOGY (GEOL)

## GEOL 201 Geology

An overview of earth materials and processes including plate tectonics, the rock cycle, minerals, weathering, erosion and physiography. Laboratory and field activities involve map studies, rock and mineral classification and examination of local geologic features. Although primary emphasis is placed upon physical geology, historical geology will be introduced to provide a timeframe for understanding geologic processes and formations. Threehour lecture plus three-hour laboratory per week. Prerequisite: ES IOI or any four-credit laboratory science course. GELB 201 Geology lab must be taken concurrently. Four credits.

## GERMAN (GER)

## GER IOI Beginning German I

For students who have had little or no exposure to German. This course introduces the student to spoken German through in-class conversational drills and recreations of everyday situations. Three credits.

## GER 102 Beginning German II

A continuation of GER IOI, this course builds on the basic speech patterns acquired in the preceding semester and is intended to help the student make the transition from passive familiarity to active use of the language. Prerequisite: GER IOI.Three credits.

## GER 201 Intermediate German I

This course is intended to help the student acquire the ability to speak fluent German. Emphasis will be laid on idiomatic expressions, the art of translation and the more sophisticated elements of written and spoken German. Prerequisite: GER 102.Three credits.

## GER 202 Intermediate German II

Emphasis is laid on perfecting the student's ability to think and converse in German with ease. Language books are supplemented by readings in German literature, culture and civilization. Prerequisite: GER 20I.Three credits.

## GER 3II 20th Century Literature and Civilization I

A systematic survey of German literature and culture from the turn of the century to Expressionism, the Weimar Republic through the collapse of the Third Reich. Among the authors studied are: Kafka, Mann, Werfel, Kaiser, Toll, early Brecht, Rilke, Stefan George and Benn. Prerequisite: GER 202. Three credits.

## GER $312 \quad$ 20th Century Literature and Civilization II

A continuation of GER 3 II, this course resumes with the first major works of POW and repatriation literature. Subsequently, it will examine the novels of Boll and Grass, the plays of Weiss, Handke, Frisch and Durrenmatt. The course concludes with an explication of the poetry of Benn, Sachs, Enzensberger and Celan. Prerequisite: GER 202. Three credits.

## HEALTH PROFESSIONS (HP)

## HP 291 Searching Medical Resources

This is a hands-on course in searching and evaluating information found in medical databases and online. Student will develop skills and ability to utilize tools needed to locate and interpret information relevant to the topics taught in other health professions courses. Copyright, plagiarism and the latest APA (American Psychological Association) bibliographic format will also be covered. One credit.

## HP $317 \quad$ Spirituality in Patient Care

This course is intended to give the student in the School of Health Professions and the School of Pharmacy an overview of spirituality as it relates to healthcare and provide applications in the patient care arena. Students will explore the ever-expanding body of knowledge linking spirituality and patient care outcomes. Emphasis will be placed on the knowledge, skills, values, meanings and of the spiritual experiences of patient, family and the healthcare team. Three credits.

## HP 45I Bioethics for Health Care Professionals

This course is designed for the junior/senior student and introduces the student to the history, theory, principles and decision-making frameworks found in the field of bioethics. The course addresses current ethical issues that challenge healthcare professionals and allows the student to use learned ethical theory and principles in analyzing discipline-specific situations. It is a seminar limited to 20 students who will participate in open dialogue. Three credits.

## HP $476 \quad$ Substance and Relationship Abuse

This interdisciplinary course is designed to offer and assist students in the health care professions in recognition and beginning-level interventions in populations at risk for substance dependence and/or abusive relationships. Emphasis is placed on providing interventions that are congruent with age, health status, culture, occupation and legal/ethical concerns. Three credits.

## HISTORY (HIST)

## HIST 101 World Civilizations I

A survey of world history from Ancient Egypt, Greece, and Rome to the European Middle Ages. Three credits.
HIST 102 World Civilizations II
A survey of world history from the Middle Ages to the present. Three credits.

## HIST $103 \quad$ United States History I

A survey of American history from the colonial period to the Civil War.Three credits.

## HIST $104 \quad$ United States History II

A survey of American history from the Civil War to the present. Three credits.

## HIST III Thinking Historically

Developing the insights and perspective of thinking historically is a dimension of every field of study. Using principles of critical thinking, analysis of evidence, examination of arguments and assumptions and expository writing, this course helps to develop these skills for any student. Course topics vary; recent offerings have focused on terrorism and women's issues. Three credits.

## HIST 20I The Practice of History

The practice of history requires mastery of important skills. These include: critical thinking, archival research, material cultural analysis, document interpretation, scholarly writing, documentation and oral communication. By developing these skills through instruction, practice, and active experience, this course prepares students for successful performance in the history major, as well as lifelong achievement in a variety of professions. Prerequisites: HIST IOI and HIST IO2 or HIST IO3 and HIST I 04. Three credits.

## HIST 242 Introduction to Museums

The course will provide an overview of all aspects of museum work, including museum management, governance, collections care and conservation, marketing, fundraising, interpretation and educational program development and preservation of cultural resources. Themes woven throughout the course will include collection and interpretation ethics, the role of museums in society and strategies of cultural preservation. Three credits.

## HIST 295 Topics

Study of specific topics, issues or themes within the field of history. Three credits.

## HIST 303 American Colonial History

A study of the social and political development of the American colonies. Prerequisitie: HIST 103. Three credits.

## HIST $304 \quad$ Middle Period America

A study of American History from 1789 to 1860 covering the post-Revolutionary Era, Jeffersonian America, Jacksonian America and the Sectional Crisis. Prerequisite: HIST I03.Three credits.

## HIST $305 \quad$ Civil War and Reconstruction

A military, political, economic, social and cultural study of the war from the Compromise of 1850 to the removal of federal troops from the Southern states in 1877. Prerequisite: HIST 103 or HIST 104.Three credits.

## HIST $310 \quad$ U.S. Constitution (same as PSCI 3I0)

An analysis of Supreme Court decisions throughout our nation's history affecting the three branches of the national government and federal/state relations. Political Science majors have the following prerequisites: $\mathrm{PSCl} \mathrm{IO} \mid$ and PSCl 201. Three credits.

## HIST 34 Introduction to Public History

Through readings, discussions, presentations and excursions, students will gain a basic understanding of how to analyze and critique public history as a source of insight about American history and culture. They will seek and discover the meanings behind these sites and will examine theories of public history study. Prerequisites: HIST I03 and HIST I 04. Three credits.

## HIST $350 \quad$ Virginia History

The history of Virginia from its founding to the present. Prerequisites: HIST 103 and HIST I 04. Three credits.

## HIST 362 Modern Middle East

A study of Middle Eastern politics, culture and historical events from the Ottoman Empire to the present. Three credits.

## HIST $365 \quad$ Diseases in History (same as BIO 365)

This course will be an interdisciplinary topics course examining the impact of human disease on the development of human history. Topics to be discussed will include I) fundamental information about different types of diseases, disorders, syndromes and disease processes, 2) an extensive review of significant points in history where either the illness and possible death of an individual leader or widespread epidemics changed the course of human history, and 3) a research paper and presentation by each student participating in the course. Diseases to be discussed will include infectious diseases and genetic disorders. Prerequisite: BIO I21, BIO I22, HIST IOI or HIST I02. Three credits.

HIST $371 \quad$ Modern European History
A study of the "Long 19th Century" from the Age of Revolution to World War I. Prerequisites: HIST IOI and HIST I 02. Three credits.

## HIST 38I British History

A survey of British history from prehistoric Britain to the House of Windsor. Emphasis will be placed on the significance of British history for understanding American social and political institutions. Prerequisites: HIST IOI, HIST 102 and HIST I 03. Three credits.

## HIST 39I Asian History

An introduction to the cultural and historical experience of Pacific Rim countries, particularly China, Japan, Korea and Indonesia. Attention will also be paid to the emerging role of Pacific Rim countries in contemporary world affairs. Three credits.

## HIST $395 \quad$ Topics in History

Selected topics in history for reading, discussion, and writing. Three credits.

## HIST $401 \quad$ Internship in History

Experience in historic site administration and public history, gained through employment at historic sites, archives, and societies. May be repeated once. Prerequisites: HIST IOI, HIST I02, HIST I03, HIST I 04 and permission of the instructor. Three or six credits.

## HIST 445 Renaissance and Reformation

An analysis of the Renaissance in Italy and Northern Europe and the Protestant and Catholic Reformations. Three credits.

## HIST $495 \quad$ Senior Thesis

This course serves as the capstone activity for all History majors. Students will complete the research, writing and presentation, under faculty supervision, of a major research paper initiated during one of their 300-level or above elective courses. Prerequisites: HIST 20 I and a 300 -level or above HIST course. Three credits.

## HUMANITIES (HU)

## HU 295 Topics

Study of specific topics, issues or themes within the humanities. Three credits.
HU 495 Advanced Topics
Study of advanced specific topics, issues or themes in the humanities. Three credits.

# INFORMATION SYSTEMS AND COMPUTER TECHNOLOGY (ISCT) 

## ISCT 204 Computer Applications in Business Analysis

A laboratory course that introduces the student to the Internet and productivity software that are used as tools in business problem-solving activities and analysis. It provides a working knowledge of a commercial spreadsheet package to include designing a variety of worksheets, business applications, preparing graphs, working with database query, macro writing and menu techniques to support business analysis and decision making. Emphasis is on understanding, using, and applying these productivity tools to business analysis. Three credits.

## ISCT <br> 307 <br> Object Oriented Programming

This course is designed to serve as an introduction to computer programming in the business environment with a view toward the understanding and learning of the fundamentals of software development. The course is an information systems approach to object oriented programming. The course is also designed to develop a basic and generic foundation in object oriented programming. The course content will include creating simple applications, storing and manipulating data in objects, and changing the program flow with decision. Other areas to be covered will include program loops, encapsulation, arrays and collections, user interface objects, database connectivity and inheritance and polymorphism. Prerequisite: ISCT 204. Three credits.

## ISCT 321 Emerging Technologies

An examination of emerging technologies and trends that will affect the information systems of the near and distant future. The course will critically evaluate those technologies that I) are so new that most enterprises haven't exploited them or 2) are fairly well established, but businesses haven't fully exploited them. Emphasis will be placed on how these technologies will impact E-commerce. Prerequisite: ISCT 204.Three credits.

## ISCT 354 Business Intelligence, Knowledge Management and Decision Systems

The purpose of this course is to introduce the student to the concept of expert systems development. The software package VP-Expert will provide the basis of the expert systems development and application to real life business decision-making and prototyping. Prerequisite: ISCT 307. Three credits.

## ISCT 410 Database Systems

Introduction to application program development in a database environment with an emphasis on loading, modifying and querying the database, discussion and application of data structures, indexed and direct file organizations and models of data including hierarchical, network and relational. Other topics include discussion of storage devices, data administration, data analysis, design and implementation. Prerequisite: ISCT 307.Three credits.

## ISCT 4II Data Communications and Networking

The features of centralized, decentralized, and distributed systems will be examined. Technology implications of computer hardware, software and communications are discussed as they relate to the design, development and implementation of distributed data processing systems. Prerequisite: ISCT 307. Three credits.

## ISCT 458 Social Media and Multimedia Applications for Business

The purpose of this course is to introduce the student to social media and multimedia communications and computing technologies, with emphasis on applications to business systems and requirements. The course covers major topics in social media, including blogs, wikis, Web feeds, social networking, tagging, cloud computing, podcasting and Vcasting, and presents a brief overview of advanced and futuristic Al (Artificial Intelligence) technologies that will impact the future of social media and multimedia computing and communications, and will underlie the next generation Semantic Web, aka Web 3.0. Coverage of major topical domains in state-of-the-art multimedia systems and applications include: digital audio processing for voice, sounds, and music; graphics production and manipulation; animation; digital imaging and the processing, manipulation, and integration of imagery into documents, presentations, web pages, etc.; digital photography and photographic processing; basic Web page design including hypertext, hypermedia, direct generation of HTML code, and the use of integrated tool environments; and video processing using digital formats for movies on workstations and the Web. The course incorporates hands-on student production of basic social media and multimedia projects and exercises, and includes demonstrations of some advanced applications and integrated development environments, and a multimedia production facility tour. Prerequisite: ISCT 307.Three credits.

## ISCT 495 Directed Study

Utilized for courses/subjects in information systems and computer technology, which are not offered elsewhere in the curriculum, and for individuals desiring to pursue a given issue, topic, or concentration further than obtainable in the regularly scheduled courses. May be repeated once. Prerequisite: BSB junior-level or senior-level standing. Three credits.

## ISCT 498 Information Systems and Computer Technology Internship

A link between the classroom and experience on the job, the internship provides qualified students a three-way arrangement among the professor-advisor, the employer and the student-employee. Students may obtain appropriate employment on their own or in conjunction with the internship advisor of the School of Business. A minimum of two 40 -hour work periods is required for each semester hour of credit for which the course is taken. Prerequisites: BSB junior-level or senior-level standing. Three or six credit hours.

## ITALIAN (IT)

## IT IOI Beginning Italian I

For students who have had very little or no exposure to Italian. This course introduces the student to spoken Italian through in-class conversational drills and recreations of everyday situations. Three credits.

## IT $\quad 102 \quad$ Beginning Italian II

A continuation of IT 101 , this course builds on the basic speech patterns acquired in the preceding semester and is intended to help the student make the transition from passive familiarity to active use of the language. Prerequisite: IT IOI. Three credits.

## KINESIOLOGY (KIN)

## KIN IOI Lifetime Fitness and Wellness

Designed to examine the concepts and benefits of physical activity and develop the knowledge and fundamental skills necessary for maintaining a healthy lifestyle throughout the life span. One credit.

## KIN $102 \quad$ Volleyball/Basketball

Basic instruction in the skills and rules of volleyball and basketball. Team offensive and defensive strategies are presented. One credit.
$\begin{array}{lll}\text { KIN } & 103 & \text { Tennis }\end{array}$
The skills and basic concepts of physical education are taught through tennis. One credit.

## KIN 106 Aerobics

The concepts of using oxygen to produce energy for an efficient fitness level will be taught through a variety of aerobic activities as a preventive measure for cardiovascular disease. One credit.

## KIN IIO Weight Training and Jogging

The skills and basic concepts of physical education are taught through weight training and jogging. One credit.

## KIN III Softball

The skills and basic concepts of physical education are taught through softball. One credit.
KIN II3 Yoga

An introductory course in Hatha Yoga introducing the student to asanas (posture), pranayama (breathing techniques) and relaxation techniques. One credit.

## KIN $116 \quad$ Field Sports

Basic instruction in the skills and rules of the following field sports: soccer, speedball, lacrosse, and flag football. Two will be offered together in a semester. One credit.

## KIN II9 Tae Kwon Do/Self Defense

Instruction and practice of basic self-defense techniques using principles of Tae Kwon do, Hapkido, and kick boxing. Also, instruction and practice in the basic arm and leg techniques, stances, warm up exercise, one-step sparring, formal exercise and historical background on U.S. Karate. One credit.

## KIN $160 \quad$ Coaching Football

Course topics include football game strategy, principles of practice and training, and team management. One credit.

## KIN 162 Coaching Basketball

Course topics include basketball game strategy, principles of practice and training and team management. One credit.
KIN 164 Coaching Volleyball
Course topics include volleyball game strategy, principles of practice and training, and team management. One credit.

## KIN $166 \quad$ Coaching Baseball/Softball

Course topics include baseball and softball game strategies, principles of practice and training and team management. One credit.

## KIN $168 \quad$ Coaching Track \& Field/Cross Country

Course topics include track and field/cross country meet strategies, principles of practice and training and team management. One credit.

## KIN $\quad 170 \quad$ Coaching Soccer

Course topics include soccer game strategies, principles of practice and training and team management. One credit.

## KIN $\quad 172 \quad$ Coaching Lacrosse/Field Hockey

Course topics include lacrosse/field hockey game strategies, principles of practice and training and team management. One credit.

## KIN $190 \quad$ Introduction to Kinesiology

An introductory course intended to introduce first year students to the field of Kinesiology. Topics include the fundamentals of the historical, philosophical and scientific foundations of physical education and sport, and organizational and administrative practices in current sport entities. Three credits.

## KIN 191 First Aid and CPR

Satisfactory completion of this course will lead to American Red Cross Certification in both Standard First Aid and Cardiopulmonary Resuscitation (CPR). A Red Cross certification fee is required. One credit.

## KIN 252 Personal and Community Health

Designed to develop attitudes and practices that contribute to better individual and group health. Emphasis is placed upon current health issues and decision making in health behaviors and health needs. Three credits.

## KIN $264 \quad$ Practicum

Designed to provide observation and participation in public school programs under the supervision of an experienced teacher. One credit.

## KIN $280 \quad$ Care and Treatment of Athletic Injuries

Knowledge of common athletic injuries; their prevention, care and treatment. Three credits.

## KIN $284 \quad$ Fitness Program Administration

This course addresses the many facets of the administration of fitness programming, from risk factor analysis and basic exercise prescription to health counseling and legal issues in fitness facilities. Students will also learn a variety of practical skills useful for the assessment of fitness in the general public. Three credits.

## KIN 295 Topics in Kinesiology

Study of specific topics, issues or themes within the field of kinesiology. Two credits.

## KIN 322 Motor Learning

This course is designed to acquaint students with the theoretical foundations of motor learning and corresponding practical applications to the teaching of movement skills. Course topics include motor skills, principles of learning and performance, teacher feedback and instructional strategies. Prerequisite: KIN 190.Three credits.

## KIN $340 \quad$ Practicum in Exercise Science

Designed to provide clinical lab experience in a work setting under the supervision of experienced professionals. One credit.

## KIN $342 \quad$ Ethics in Sport

An analysis of moral and ethical issues in organized sport. Topics will include issues in intercollegiate athletics, the Olympic movement, high school sport and the private sector.Three credits.

## KIN $350 \quad$ Sport and Exercise Psychology

An examination of the psychological dimensions of exercise and sport with emphasis on skill acquisition and preparation for athletic performance. Three credits.

## KIN $352 \quad$ Sports Nutrition

This course is a survey of the basics of nutrition with regards to its effect on exercise performance. The major focus of discussion will be the impact of diet on health, prevalence of disease and especially sport performance, with significant emphasis on sports supplements and weight control. Prerequisite: KIN 384.Three credits.

## KIN $365 \quad$ Practicum in Sport Administration

The practicum is designed to provide students with the opportunity to gain firsthand experience in the world of sports business. Students are required to undertake 2-3 hours per week, throughout the semester, in an industry setting of their choice. One credit.

## KIN $\quad 370 \quad$ Measurement and Evaluation in Physical Education

This course will examine the nature and purpose of measurement in physical education. The student will become familiar with heart rate monitors, pedometers and software programs and learn how to use, select and administer tests using these tools. Prerequisite: KIN 190, and if in teacher certification KNS 262. Three credits.

## KIN 374 Sports Marketing, Sponsorship and Promotion

Basic knowledge of theory and application of the three major components of sport marketing process: sponsorship, promotion and marketing. Areas of study include merchandising, licensing, demographics, psychographics, consumer behavior, pricing in sport, target markets and sports media consumption. Course activities include designing a marketing research project and utilizing survey instruments to access marketing objectives. Three credits.

## KIN 38I Biomechanics

The study and analysis of the structure and mechanics of the human body. Prerequisites: BIO 23 I and BIO 232. Three credits.

## KIN $384 \quad$ Physiology of Exercise

A study of the functional adjustments of the human body under the stress of motor activity. Emphasis is on physiology of muscular contraction and circulo-respiratory response to activity. Prerequisites: BIO 231 and BIO 232. KINL 384 Physiology of Exercise lab must be taken concurrently. Four credits.

## KIN 386 Sport Sociology

The impact of sports upon the American culture with focus on competition, economics, race relations and gender. Three credits.

## KIN $387 \quad$ Principles of Strength and Conditioning

This course is designed to provide students with an understanding of the principles of strength and conditioning and the practical application of these principles. Three credits.

## KIN 395 Kinesiology Topics

Study of specific topics, issues or themes within the field of kinesiology. Three credits.

## KIN $399 \quad$ Directed Studies

Directed studies in a wide variety of areas of physical education and recreation. May be repeated for credit. One, two or three credits.

## KIN 40I Internship in Sports Medicine

Sixteen-week supervised work experience during the senior year designed to provide exercise science majors an opportunity to gain practical experience in a medical, fitness, or recreational facility. Prerequisite: senior standing. Six credits.

## KIN $410 \quad$ Fitness Concepts and Exercise Prescription

Provides an understanding of individualized exercise prescription design in programs to develop and maintain physical fitness through testing and re-evaluation strategies. Prerequisite: KIN 384. Three credits.
KIN $441 \quad$ Violence, Sex and the Sports Media
This course looks at the intersection of sex and violence in the American sports media. Particular emphasis will be placed on how the media frame highly publicized cases and trials. Prerequisites: KIN 191 and MCOM IOI. Three credits.

## KIN 450 Sport Law

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations. Topics include tort law, product liability, contract law, administrative law, and the legal system. Three credits.

## KIN $460 \quad$ Certification in Exercise Science

Students preparing for the ACSM's Health and Fitness Instructor Exam or the NSCA Certified Strength and Conditioning Specialist Exam will attend weekly review and quiz sessions for a chapter-by-chapter overview of the exam materials. A practice exam will be administered at the end of the semester. Prerequisites: Senior standing and completion of the following KIN courses: 252, 284, 340, 352, 370, 38I, 384 and 387. Concurrent enrollment is acceptable if all other courses have been completed. Two credits.

## KIN 46I Gender, Sport and the Media (same as MCOM 46I)

This course examines media depictions of gender and sport through an examination of media texts including sports broadcasts, newspaper and magazine articles and documentary and feature films. Particular emphasis is placed on the social and mediated constructions of femininity and masculinity in sport. Prerequisite: MCOM IOI. Three credits.

## KIN $470 \quad$ Facility Planning and Event Management

This course provides an overview of the fundamentals of planning, designing and managing athletic, physical education, recreation and sports facilities. Areas of study include: risk management in sports facilities, ADA compliance, facility access variables and security issues for participants and spectators. Three credits.

## KIN 47I Race, Sport and the Media

This course examines media depictions of race and sport through an examination of media texts including sports broadcasts, newspaper and magazine articles and documentary and feature films. Particular emphasis is placed on the social and mediated constructions of race in American sport. Prerequisites: MCOM IOI and KIN IOI.Three credits.

## KIN $477 \quad$ Principles and Philosophy of Coaching

Development of skills and knowledge related to coaching interscholastic sports in general. Course topics include but are not limited to: managing athletic budgets, interacting with sport media, scheduling athletic contests and communicating with parents and community members. In addition, issues such as player selection/retention, motivation and leadership will be addressed. Prerequisites: KIN 280 and KIN 350.Three credits.

## KIN 485 Sport Governance and Finance

This course is designed to prepare the prospective sport manager with an overview of the major financial issues and organizational structure of entities within the sports industry. Differences between financial and organizational aspects of the sports industry and the traditional business environment will be examined. Prerequisite: BA I03. Three credits.

## KIN 498 Internship in Sport Administration

Culminating activity for students in sport administration. On-the-job learning experience in a segment of the sport industry. Students will undertake a I2-I5 week; full-time 40 hours per week supervised internship. Prerequisite: Senior standing. Six credits.

## KINESIOLOGY EDUCATION (KNS)

## KNS 262 Instructional Strategies for Team Sports

This course addresses methodologies for teaching a variety of team sports. Students will lead peer teaching experiences requiring the generation of lesson plans and a unit block plan for a specific sport. Students will also engage in a 20-hour, supervised field experience in an assigned secondary school. Prerequisites: Physical education majors only and sophomore standing. Three credits.

## KNS $305 \quad$ Materials and Methods in Teaching Elementary Health and Physical Education

The developmental approach advocated in this course attempts to apply knowledge of children's growth and motor development in a comprehensive manner, recognizing the essential concept of the individuality of the learner - individually in terms of motor, cognitive, and affective development. This course addresses essential information for successful teaching in regards to the learner, the program, and the teacher at the elementary level. Teacher candidates will engage in a 75 -hour, supervised field methods experience in an assigned school and participate in a weekly seminar. Prerequisites: EDU 301 and KNS 262; acceptance into the School of Education and Human Development; pass Praxis I. Physical education majors only. Three credits.

## KNS $306 \quad$ Materials and Methods in Teaching Secondary Health and Physical Education

This course will provide teacher candidates the opportunity to examine and observe the traditional curriculum and various new curricula. They will plan and teach activities that are multicultural and interdisciplinary. Students in this course will engage in a 75 -hour supervised secondary methods experience in an assigned school and participate in weekly seminars. Prerequisites: EDU 30 I and KNS 262; acceptance into the School of Education and Human Development; pass Praxis I. Physical education majors only. Three credits.

## KNS $308 \quad$ Materials and Methods in Teaching Health

This course is designed to familiarize teacher candidates with various modes of course organization, class preparation and instructional methods suitable for teaching health in the secondary school. Students will engage in a 60-hour, supervised methods experience in an assigned school and participate in a weekly seminar.To be taken fall of senior year. Prerequisites: EDU 30 I and KIN 252, pass Praxis l; and acceptance into the School of Education and Human Development K-I2 Health and Physical Education Program. Health and Physical Education majors only. Three credits.
KNS Elementary School Student Teaching in Health/Physical Education
This course involves observation and teaching in the public schools under the direct supervision of public school faculty and Shenandoah University Kinesiology faculty. Placement (at the elementary level for 8 weeks) will be arranged by the Director of Professional Licensure office in the School of Education and Human Development. Student must have a grade of "C" or better in all prerequisite courses. Prerequisites: KNS 305, KNS 306, and KNS 48I. Corequisites: KNS 453 and KNS 454. Five credits.

## KNS 453 Secondary School Student Teaching in Health/Physical Education

This course involves observation and teaching in the public schools under the direct supervision of public school faculty and Shenandoah University Kinesiology faculty. Placement (at the secondary level for 8 weeks) will be arranged by the Director of Professional Licensure office in the School of Education and Human Development. Student must have a grade of "C" or better in all prerequisite courses. Prerequisites: KNS 305, KNS 306, and KNS 48I. Corequisites: KNS 452 and KNS 454. Five credits.

## KNS 454 Student Teaching Seminar in Health/Physical Education

This seminar is taken concurrently with Elementary and Secondary Student Teaching Health/Physical Education. It is designed to assist students to become caring, reflective educators by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom and physical education situations, classroom management, legal and ethical obligations, the teaching-learning process, and professional goals and development. Corequisites: KNS 452 and KNS 453.Two credits.

## KNS 48I Adapted Physical Education

The identification and recognition of physical abnormalities frequently found in school-age children and how physical activity can be adapted to improve various conditions. Prerequisite: KIN 38I.Three credits.

## MASS COMMUNICATION (MCOM)

## MCOM IOI Understanding Mass Communication

An introductory overview of the history and current trends in mass communication from a socio-cultural perspective. Areas covered include print media (newspapers, magazines and books), electronic media (radio, television, film, the Internet), advertising, public relations and media ethics. Three credits.

## MCOM $150 \quad$ Principles of Public Speaking

An introduction to the principles of public speaking, including theory, history and practice. This course presents both classical and contemporary theories of rhetoric while at the same time emphasizing the practical skills of public speaking. The course offers full coverage of all major aspects of speech preparation and presentation, and requires student practice throughout the course. Three credits.

## MCOM 20I Understanding Visual Communication

This course focuses on the nature and power of visual imagery - especially the photographic image. Provides perspective on the cultural significance and social effects of image production, and combines theory with practice. Students apply the principles of image production in visual exercises in using Adobe Photoshop. Three credits.

## MCOM 205 Introduction to Public Relations

This course is designed to familiarize students with the field of public relations and the role it plays in the mass media. The course will outline the process of public relations, including fact-finding and research, planning and programming, communication and actions and evaluation. It will also examine relevant communication and persuasion theories. Prerequisite: ENG 102 . Three credits.

## MCOM 2II Media Ethics

This course considers the ethical issues facing communication students, professional journalists and media practitioners. Students will be provided with ethics principles, models and theories to work through ethical issues and moral dilemmas. Three credits.

## MCOM $215 \quad$ Understanding Movies

This course provides an introduction to motion pictures as an artistic and cultural form, as well as film's relationship to other popular media. The course content explores movies' narrative conventions; the stylistic conventions of lighting, cinematography, sound and editing; and how they communicate to mass audiences in popular genres like the Western, science fiction, the musical, women's films and film noir. Concurrent enrollment in MCML 2 I5 Understanding Movies lab required. Three credits.

## MCOM 230 New Communication Technologies

An overview of recent technological developments and their impact in the field of mass communication. Students will be introduced to new communication technologies and applications including desktop publishing, multimedia, desktop video, presentation software and Web page design. Three credits.

## MCOM $305 \quad$ Public Relations Writing

This course examines the forms of informational and persuasive writing used in the public relations field. Emphasis is on developing the writing and research skills necessary for producing various types of public relations copy including news releases, public service announcements and audiovisual scripts, as well as copy for newsletters, brochures, annual reports and press kits. Three credits.

## MCOM 310 Mass Media Theory and Research

This course is designed to familiarize students with the social science research methods most commonly used in mass communication. It also examines the theories which have been shaped and informed by media research. Students will design and conduct a media research project. Three credits.

## MCOM $315 \quad$ Mass Media and Society

This course is designed to increase the student's understanding of the impact of the mass media on society and the way these effects have evolved and increased over time. Issues examined include freedom and responsibility of the media, sex and violence in media, portrayals of minorities and women, media and democracy and the emergence of mass culture. Three credits.

## MCOM 320 Organizational Communication

This course examines the internal and external systems of communication, including small group, interpersonal and public communication. It provides opportunities for developing organizational skills, identifying problems, analyzing outcomes and taking appropriate corrective action. Three credits.

## MCOM 321 Advertising and the Media

This course examines the social, cultural and economic roles of advertising in capitalistic society with a focus on how commercial messages and images help construct social perceptions and consumptive behavior. Three credits.

## MCOM $322 \quad$ History of Gender in Advertising (same as WST 322)

This course uses advertising to examine the construction of gender from the late 19th century to the present, particularly how advertising has contributed to the meanings we attach to being a man and being a woman in American culture. We take a historical look at how consumer culture has represented and defined the male, the female, the masculine, and the feminine by focusing on the development of significant advertising campaigns and consumption items. We will examine the relationship between major shifts for men and women in the private and public sphere and the depiction of those shifts in advertisements. Throughout the semester, we will relate the old to the new by focusing on persistent patterns of meanings that reoccur in advertisements and what these patterns tell us about the development of particular gendered meanings and gendered norms. Three credits.

## MCOM $323 \quad$ Children and the Media (same as PSY 323)

This course examines the relationship between children and the media. It will look at media consumption and content as they relate to child development, as well as how gender, culture, self-concept, attitudes and behavior influence and are influenced by media exposure. Prerequisite: PSY IOI or MCOM IOI.Three credits.

## MCOM 325 Computer-Assisted Reporting

Students will learn the basic tools of computer-assisted reporting (CAR). They will learn to organize information and develop story ideas using computer spreadsheets and databases. They will learn to research stories using electronically sorted public documents and the Internet. Three credits.

## MCOM $330 \quad$ Principles of Digital Design

A project-oriented course utilizing computer-based graphic design and publishing applications. Students will write, edit, design and publish several projects. Prerequisite: MCOM 20I. Three credits.

## MCOM 335 Media Writing

This course focuses on the process of writing news stories using standard news values, basic news gathering techniques, the inverted pyramid and Associated Press style. Students will also be introduced to other types of media writing, including feature, broadcast, Web and public relations writing. Three credits.

## MCOM 345 Sports Writing

This course focuses on sports writing, reporting and editorial practice for print, broadcast and online media. Three credits.

## MCOM $350 \quad$ Business and Professional Communication

This course is designed to familiarize students with the kinds of oral and written communications needed to succeed in business and professional contexts, and to develop in them the skills needed for effective communication in a variety of organizational settings. The course also explores theories of persuasion, group dynamics and management to increase student awareness and understanding of underlying communication process. Three credits.

## MCOM 35I Politics and the Media (same as PSCI 35I)

An interdisciplinary introduction to the complex interrelationship between politics and the media.This course will present principles of politics and the media and train the students to analyze political life, issues, trends, and events as they are covered, or not covered, by the news media. Three credits.

## MCOM 36I Gender and Communication

This course considers how gender influences interpersonal and mediated communication with a focus on gender theory, rhetorical analysis, media criticism and personal experiences. Students study the relationship between gender and communication with a particular emphasis on how gender can help shape discourse and meaning. Three credits.

## MCOM 365 Editing the News

Advanced practice in journalistic writing, broadcast reporting and news editorial. Students act as editors for the campus newspaper, supervising and editing the work of the student staff. This class will also provide students with hands-on opportunities to practice the craft of news editing in various media including print, broadcast and online. Prerequisite: Grade of "B" or better in MCOM 335. Three credits.

## MCOM $370 \quad$ Practicum in Interactive Media Production

Advanced techniques for the design and production of multimedia, hypermedia and other interactive media. Three credits.

## MCOM 381 Studio Television Production

This course is designed to introduce the student to the principles, procedures, and techniques of television studio production through lectures, reading, computer simulations and hands-on practice in the campus television studio. Students will also be required to participate outside of class on the SUTV production crew. Three credits.

## MCOM 395 Topics in Visual Communications

Study of special topics, issues or themes within the field of visual communications. Three credits.

## MCOM $398 \quad$ Campus Media Internship

An on-campus internship with one of the university media, public relations or information offices. Prerequisite: Junior standing. Three credits.

## MCOM $401 \quad$ Topics in Applied Writing

The backbone of the pre-production process is script writing. Effective conceptualization and organization as a producer/director is practiced in several field settings. The class will generate a series of "magazine" television programs, with each student writing one show. Three credits.

## MCOM 405 Public Relations Planning and Management

This course explores theory, techniques and models related to setting long- and short-term goals and objectives, designing strategies and tactics, segmenting audiences, analyzing problems and opportunities, communicating with top management, developing budgets, contingency planning for crises and disasters, managing issues, developing timetables and calendars and assigning authority and responsibility. Three credits.
MCOM 4II Media Law
This course examines media law using historical, theoretical and case study approaches. Among topics covered are the First Amendment, libel, privacy, journalist privilege, free press/fair trial, indecency and obscenity. Three credits.

## MCOM 420 Seminar in Intercultural Communication

This course examines the relationship between culture and communication with an emphasis on theory and practical application in intercultural contexts. Ethnography and other approaches will be used to study interpersonal and public communication among people from different cultures. Three credits.

## MCOM 425 Public Affairs Reporting

This course introduces student to covering government (primarily state and local), public schools, courts, crime, and social services. Using Winchester and Frederick County as their laboratory, student will cover city and/or county government and school board meetings, courts, the police beat, the environment, health care, and other public policy stories. It also introduces them to the theory of civic journalism and explores the role of journalism in a democratic society. Three credits.

## MCOM 44I Violence, Sex and the Sports Media

This course looks at the intersection of sex and violence in the American sports media. Particular emphasis will be placed on how the media frame highly publicized cases and trials. Three credits.

## MCOM 46I Gender, Sport and the Media (same as KIN 46I)

This course examines media depictions of gender and sport through an examination of media texts, including sports broadcasts, newspaper and magazine articles, and documentary and feature film. Particular emphasis is placed on the social and mediated constructions of femininity and masculinity in sport. Also listed as KIN 461. Prerequisite: MCOM IOI. Three credits.

## MCOM 470 Advanced Video Post-Production

This course is designed to familiarize the student with the principles of the post-production process and with advanced techniques of video editing. The primary activity in the course will be the application of these technical and aesthetic concepts through hands-on experience in video editing projects. Students will also be required to participate outside of class in the SUTV non-linear digital editing facility. Corequisite: MCOM 480. Three credits.

## MCOM 480 Advanced Video Field Production

This course is designed to familiarize the student with advanced techniques of video field production. The primary activity in the course will be the application of these techniques in video field production projects. The emphasis in this course will be single-camera production techniques, though multi-camera remote production will be discussed. Students will also be required to participate outside of class on the SUTV production crew. Corequisite: MCOM 470. Three credits.

## MCOM 48I Print Media Applications

Supervise practicum managing and editing the campus newspaper or magazine as a staff member. May be repeated for a total of three hours credit. Prerequisites: Upper division standing. One credit.

## MCOM 490 Directed Study

Directed study in mass communication. Three credits.
MCOM 495 Independent Study
Independent study in mass communication. Three credits.

## MCOM $498 \quad$ Field Internship

A field internship with an area, regional or national communication organization. Prerequisite: Junior standing. Three credits.

## MASS COMMUNICATION EDUCATION (MCM)

## MCM $270 \quad$ Practicum in Instructional Technology and Media

A practical survey of audio/visual communications media and computer technologies and their instructional and interactive applications. Focus will be on effective and appropriate production and use of both commercially and locally prepared media and software for training and teaching purposes. Prerequisite: MCOM 201. Three credits.

## MATHEMATICS (MATH)

## MATH 099 Basic Algebra

This course establishes a foundation in algebraic concepts and problem solving needed for college-level mathematics. Topics include the real number system, equations, inequalities, graphs, exponents, polynomials and factoring. Grade of " $S$ " or " $U$ " only. This course fulfills no curricular requirements. Three pre-college-level credits.

## MATH $100 \quad$ Mathematical Thinking

This course examines the ways mathematics occurs and is used in the world. Patterns, codes, symmetry and mathematical modeling are topics that will be explored. The course is relevant for those students who do not intend to be mathematics or science majors. Prerequisites:Two years of high school algebra and one year of geometry. Three credits.

## MATH IOI Precalculus I

A precalculus course for students continuing their study of mathematics. Topics include basic algebraic operations, equations, inequalities and various functions including polynomial and rational functions. Prerequisites: Two years of high school algebra and one year of geometry. Three credits.

## MATH $102 \quad$ Precalculus II

A precalculus course for students continuing their study of mathematics. Topics include logarithmic and exponential functions, trigonometry, and advanced topics of algebra. Prerequisite: MATH IOI or high school equivalent. Three credits.

## MATH $201 \quad$ Calculus and Analytic Geometry I

The study of algebraic, trigonometric, and exponential functions including limits, continuity, derivatives, and an introduction to integration along with their applications. Prerequisite: MATH 102 or high school precalculus. Five credits.

## MATH 202 Calculus and Analytic Geometry II

The study of algebraic, trigonometric, and transcendental functions including methods of integration, improper integrals, rectangular, polar, and parametric graphing, and power series along with their applications. Prerequisite: MATH 20I. Five credits.

## MATH 206 Linear Algebra

An introduction to the theory of vector spaces, linear transformations, and matrices. Prerequisite: MATH 102 or MATH 20I.Three credits.

MATH 207 Introduction to Statistics
A study of elementary statistical methods, probability, estimation, test of hypothesis, regression, correlation and time series. Prerequisites:Two years of high school algebra and one year of geometry. Three credits.

## MATH 208 Advanced Statistics

A continuation of MATH 207, designed to develop in the student a level of statistical sophistication sufficient for the comprehension of empirical research and to assist the student in the selection, application, and interpretation of commonly used statistics. Topics include hypothesis testing and parameter estimation on four classes of parameters: relative frequency, location, dispersion, and statistical inference. Prerequisite: MATH 207. Three credits.

## MATH $210 \quad$ Mathematics for the Health Professions

A study of the mathematics needed by clinical health professionals. Topics include drug dosage calculations, measurement conversions, percent strength in solutions, and pharmacokinetics. The emphasis will be on the application of mathematics as used by health professionals. Prerequisites:Two years of high school algebra and one year of geometry. One credit.

## MATH 295 Topics

Study of specific topics, issues or themes within the field of mathematics. One, two or three credits.

## MATH 302 Multivariable Calculus

The study of vector-valued functions, partial derivatives, multiple integrals, vector fields, and their applications. Prerequisite: MATH 202. Three credits.

## MATH $310 \quad$ Using Technology in Mathematics Education

Calculators and computer software are important tools for doing mathematics. How teachers use these tools affects how well students learn mathematics. This course offers opportunities for pre-service teachers in middle and secondary schools to explore the applications of technological tools for learning and teaching mathematics. Prerequisites: 12 credit hours of mathematics courses. Three credits.

## MATH 325 Discrete Math

Discrete mathematics is concerned with structures of objects that can assume only distinct values, often characterized by integers. Combinatorics, graph theory, algorithms and recurrence relations are a part of this course. Prerequisite: MATH IO2 or MATH 20I. Three credits.

## MATH 34I Elementary Theory of Numbers

Selected topics in NumberTheory including divisibility. Euclidian algorithm, congruencies, residue classes, Euler's Function, primitive roots, Chinese remainder theorem, quadratic residues, and Gaussian integers. Prerequisite: MATH 102 or MATH 20I. Three credits.

## MATH 35I Differential Equations

The study of the methods, theory and applications of differential equations including first order and linear second order equations, series solutions, and the Laplace transform. Prerequisite: MATH 202. Three credits.

## MATH $365 \quad$ History of Mathematics

Study of the development of mathematics from classical antiquity through the end of the 19th century. Focuses on the critical periods in the development of areas of mathematics such as equation solving, geometry, calculus, number theory and probability. Prerequisite: MATH 20I. Three credits.

## MATH $370 \quad$ Numerical Analysis

An introduction to numerical solutions to problems. Topics include solution of equations, interpolation and approximation of polynomials, numerical differentiation and integration, summation of series, and use of orthogonal polynomials. Assignments using a computer and mathematical software packages are important components of this course. Prerequisite: MATH 202. Three credits.

## MATH 399 Directed Studies

Selected topics in mathematics. One, two or three credits.

## MATH 403 Introduction to Modern Algebra

A study of sets, mappings and algebraic concepts such as groups, rings, integral domains and fields. Prerequisite: MATH I 02 or MATH 201 . Three credits.

## MATH 405 Geometry

Examination of fundamental topics in geometry from an advanced viewpoint. The historical development of geometry and topics from Non-Euclidean geometry are included. Prerequisite: MATH I 02 or MATH 20I.Three credits.

## MATH 432 Real Analysis

Real Analysis is the study of the theory behind calculus. Based on the development of the basic theorems of calculus, this course includes limits, continuity, differentiability, integrability, sequences and infinite series. Prerequisite: MATH 302. Three credits.

## MATH 442 Functions of a Complex Variable

A study of the complex variable including analytic functions, Cauchy-Riemann equations, Cauchy's Theorem, power series, residue theorem and conformal mapping. Prerequisite: MATH 202.Three credits.

## MATH 475 Research Seminar I

This is a capstone course for the mathematics major. The student is expected to find an interesting mathematics topic to explore and pursue it in-depth. The student is expected to write up the results of this exploration in a research paper and do a presentation on the research as a part of this course. Prerequisite: Junior or senior standing and permission of the instructor.Two credits.

## MATH 476 Research Seminar II

This is a capstone course for the mathematics major. The student is expected to explore a mathematics topic and pursue it in-depth. The student is expected to write up the results of this exploration in a research paper as part of this course and to present their results to peers and interested faculty. Prerequisite: MATH 475. Two credits.

## MATH 495 Advanced Topics

Study of specific topics, issues or themes within the field of mathematics. One, two or three credits.

## MATH EDUCATION (MTH)

## MTH 335 Mathematics for the Elementary and Middle School I

Concepts and theories underlying elementary school mathematics, including systems of numeration, whole numbers and integers, operations with integers, equations and inequalities, number theory, probability and statistics. Intended for school educators. Prerequisites: MATH IOI and MATH 207 or the equivalent. Three credits.

## MTH 336 Mathematics for the Elementary and Middle School II

A continuation of MTH 335. Topics include fraction models and operations, real numbers, patterns and functions, algebra, geometry and measurement. Intended for school educators. Prerequisite: MTH 335. Three credits.

## MUSIC CONDUCTING (MUCO)

## MUCO 361 Beginning Choral and Instrumental Conducting

Effective musicianship through the study of fundamentals of conducting, including patterns, baton technique, score reading, and rehearsal techniques for choral and instrumental music as these skills relate to teaching music performance ensembles. Students will acquire basic competency in rehearsing and conducting choral ensembles and combined vocal and instrumental school groups. One and one-half credits.

## MUCO 363 Choral Conducting

Further refinement of effective musicianship through the development of skills in conducting, score reading, teaching music courses, rehearsal techniques for choral and instrumental music, business procedures, organization and management of large and small choral ensembles. Focus will be primarily on choral conducting with additional emphasis on acquiring competency in rehearsing combined vocal and instrumental school groups. Prerequisites: MUCO 36I, MUTC 20I, MUTC 203 and MUTC 205. One and one-half credits.

## MUCO 364 Instrumental Conducting

Further refinement of effective musicianship throughout the development of skills in instrumental conducting, score reading, teaching music courses, rehearsal techniques for choral and instrumental music, business procedures, organization and management of large and small instrumental ensembles. Focus will be primarily on instrumental conducting, with additional emphasis on acquiring competency in rehearsal combined vocal and instrumental school groups. Prerequisites: MUCO 36I, MUTC 20I, MUTC 203 and MUTC 205. One and one-half credits.

## MUCO 463 Advanced Choral Conducting

Study and interpretation of the standard choral repertoire. Prerequisite: MUCO 363.Two credits.

## MUCO 464 Advanced Instrumental Conducting

Baton technique and critical examination of large-form works, rehearsal techniques, and interpretive problems. Prerequisite: MUCO 364.Two credits.

## MUCO 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## MUCO 499 Individual Directed Research

A private instruction setting for individual projects in conducting. May be used to fulfill electives only. Project must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## MUSIC CONFERENCES (MUCC)

## MUCC $497 \quad$ Trends and Practices

This course will provide students with the opportunity to attend a professional conference and experience and review a variety of performance and non-performance sessions. One, two or three credits.

## MUCC 498 Readings

This course will provide students with the opportunity to complete analytical readings of current articles from professional journals, book chapters or similar materials. Concurrent enrollment in MUCC 497 required. One credit.

## MUCC 499 Best Practices Document

The purpose of this course is to provide students with the opportunity to explore in depth one topic related to exemplary practices currently employed in teaching. Concurrent enrollment in MUCC 497 and MUCC 498 is required. One credit.

## MUSIC EDUCATION (MUED)

## MUED $130 \quad$ Orientation to Music Education

An orientation in music education to a wide array of topics regarding music in the schools (K-I2). Readings, guided observations, and discussion of contemporary trends and practices presented in a seminar setting. One credit.

## MUED I35 Foundations of Education in Music

Introduction and orientation to historical, philosophical and sociological foundations of education and music in the United States. Overview of ethical, legal and contemporary trends and implications for music education are included. Prerequisite: MUED I 30. Two credits.

## MUED 235 Reading and Literacy in Music

Reading, writing, speaking and listening processes as they apply to the development of literacy in the K-I2 education of music students. Study of word, text, sign and symbol and their comprehension and strategies for instruction are included. Prerequisite: MUED I 35. Two credits.

## MUED 236 Introduction to Curriculum and Assessment in Music Education

A study of music curricula and assessment and the creation of learning environments that support diverse learners in inclusive settings. Includes construction, administration and evaluation of tests and other assessment tools. Begins with an overview of instructional planning, the relationship of objectives to standards and strategies for ensuring alignment between standards, curriculum and instruction, and assessment. Prerequisites: MUED 135 and MUED 235. Two credits.

## MUED 321 Pre-School and Elementary Choral/General Music Methods

A study of the various methods and materials used in the teaching of choral and general music in pre-kindergarten through grade six including curriculum design with national and state music standards as well as performing, responding and creative assessments. Course experiences are highly participatory to facilitate improvement of musical and pedagogical skills. Corequisite: MUED 333. Prerequisites: MUED 236 and successful completion of Sophomore Screening in Music Education. Three credits.

## MUED 322 Middle School Choral/General Music Methods

Methods, materials and media appropriate to the teaching of general music classes and choral rehearsals for teaching adolescent students in grades six through eight. Basic skills in teaching musical courses, rehearsal techniques for choral music and designing instruction within the middle school learning environment are included. Corequisite: MUED 334. Prerequisites: MUED 321 and successful completion of Sophomore Screening in Music Education. Three credits.

## MUED 323 High School Choral/General Music Methods

Methods, materials and media appropriate to the teaching of general music classes and choral rehearsals for teaching adolescent students in grades nine through twelve. Instruction in business procedures, organization and management of large and small choral ensembles, with knowledge of techniques in rehearsing, conducting and designing instruction for vocal/choral schools groups. Knowledge and understanding of artistic copyright laws are included. Prerequisites: MUED 32I, MUED 322, MUCO 363 and successful completion of Sophomore Screening in Music Education. Corequisite: MUED 335.Three credits.

## MUED 324 Marching Band Techniques

An examination of marching fundamentals and maneuvers, charting techniques and show design principles; auxiliary units; and philosophical, administrative, and organizational concerns of the marching band director. An original half-time/competition show design is required. Two credits.

## MUED 325 Jazz and Show Choir Methods

An introduction to materials and techniques for teaching jazz and show choir. Choreography and staging techniques included. One credit.

## MUED 329 Instrumental Music Methods and Materials I

A study of the methods, materials, techniques, administration, and philosophy related to teaching instrumental music in schools, including teacher responsibilities, working with administration, school law, discipline and motivation, teaching beginners, reading in the music content area, school budgets, funding and relationships with parents. Prerequisites: MUED 236 and successful completion of Sophomore Screening in Music Education. Corequisite: MUED 333. Three credits.

## MUED 330 Instrumental Music Methods and Materials II

Continued study of the methods, materials, techniques, administration, and philosophy related to teaching instrumental music in schools, including historical bases for music in the schools, philosophical bases for the art of music, curricular development, National Standards for Arts Education, Virginia Standards of Learning, psychology of teaching, adapting for special learners and evaluation of student learning. Prerequisite: MUED 236 and successful completion of Sophomore Screening in Music Education. Corequisite: MUED 334. Three credits.

## MUED 333 Field Experience I

Component designed to be taken in conjunction with MUED 321 or MUED 329. This experience provides practical application of the teaching skills and strategies discussed in the methods class. Corequisite: MUED 321 (Choral/General concentration) or MUED 329 (Instrumental concentration). One credit.

## MUED 334 Field Experience I

Component designed to be taken in conjunction with MUED 322 or MUED 330. This experience provides practical application of the teaching skills and strategies discussed in the methods class. Corequisite: MUED 322 (Choral/General concentration) or MUED 330 (Instrumental concentration). One credit.

## MUED 335 Field Experience III

Component designed to be taken in conjunction with MUED 323. This experience provides practical application of the teaching skills and strategies discussed in the methods class. Corequisite: MUED 323. One credit.

## MUED 421 Directed Teaching in Elementary Music <br> MUED 422 <br> Directed Teaching in Secondary Music

Observation and teaching in the public schools under the direct supervision of public school faculty and Shenandoah Conservatory faculty. (At present, the minimum number of directed teaching hours is 300, which is subject to change, as specified by the Virginia Board of Education to fulfill teacher licensure requirements. The student teaching experience as required by Shenandoah Conservatory, including observation, teaching and seminars, is a full semester in duration.)
Prerequisites for both concentrations: Completion of pre-directed teaching observation and personal screening; successful completion of the Sophomore Screening in Music Education; completion of competencies in public speaking and technology; minimum cumulative grade point average of 2.5 ; completion of AP**302; and a minimum grade of "C" in specific prerequisite courses listed below:
Choral/General Concentration prerequisites: APCP 306, MUCO 363, MUED I 30, MUED I 35, MUED 235, MUED 236, MUED 32I, MUED 322, MUED 323, MUED 325, MUED 333, MUED 334, MUED 335, MUPP 304, MUTC 20I, MUTC 204 and MUTC 206.
Instrumental Concentration prerequisites: APCP 306, MUCO 364, MUED I 30, MUED I 35, MUED 235, MUED 236, MUED 329, MUED 330, MUED 333, MUED 334, MUPP 303, MUPP 313, MUPP 314, MUPP 316, MUPP 317, MUPP 3I 8, MUPP 3I9, MUTC 20I, MUTC 204 and MUTC 206.
Five credits each, taken concurrently.

## MUED 423 Student Teaching Seminar

This seminar, taken concurrently with Directed Teaching in Elementary and Secondary Music, is designed to assist students to become caring, reflective educators by providing a forum for collaborative, critical inquiry based on their student teaching experience. The course offers opportunities and frameworks for thinking about and analyzing classroom situations, the teaching-learning process, classroom management, legal and ethical obligations, current issues in education and professional goals and development. Corequisite:s MUED 42 I and MUED 422.Two credits.

## MUED 495 Special Topics in Music Education

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

## MUED 499 Individual Directed Research

A private instruction setting for individual projects in music education. May be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## MUSIC ENSEMBLES (MUEN)

## Large Ensembles

## MUEN $300 \quad$ Performing Ensemble

A performing organization whose major objective is the development of musical understanding through the study and preparation of original compositions and transcriptions of significant musical works for the instrumental or vocal ensemble. Prerequisite: Multiple ensemble registrations, as assigned by the division chair, which results in an excess of 18.5 credits. Must be approved by the associate dean for undergraduate studies. Audition required. One credit.

## MUEN 301 Symphonic Wind Ensemble

An instrumental organization of winds and percussion whose major objective is the development of musical understanding through the study and preparation of original compositions and transcriptions of significant musical worth for the ensemble. Audition required. Two credits.

## MUEN

An instrumental organization that provides students with an opportunity to develop musical understanding through the study and preparation of representative compositions and transcriptions for bands. Audition required. Two credits.

## MUEN 303 Symphony Orchestra

A concert organization that studies and performs the standard orchestral literature and contemporary compositions. Membership is required of string majors and open to wind and percussion students by audition. Audition required.Two credits.

## MUEN 304 Conservatory Jazz Ensemble

Consisting of full sections of trumpets, trombones, saxophones, rhythm section instruments, and other instruments needed for various arrangements, the jazz ensemble is a select group dedicated to performing music ranging from the style of the "big bands" to contemporary and experimental jazz forms. In addition to developing jazz skills, the musicians develop facility in jazz composition, arranging and improvisation. Audition required. Two credits.

## MUEN 306 Guitar Ensemble

An ensemble that performs music composed or arranged for multiple guitars. Audition required. Two credits.

## MUEN 3II Conservatory Choir

A select group of singers who perform sacred and secular choral music ranging from Renaissance to contemporary compositions. Audition required. Two credits.

## MUEN 312 Shenandoah Chorus

A mixed vocal ensemble that performs sacred and secular choral music. Emphasis is also placed upon the development of basic choral skills. Audition required. Two credits.

## MUEN $313 \quad$ Cantus Singers

A select choral organization that performs music written especially for treble voices. Audition required. Two credits.

## MUEN 323 Accompanying Ensemble

For keyboard majors in performance and accompanying curricula. Consists of four clock hours of assigned accompanying responsibilities per week ( 2 hours in studio; 2 hours in rehearsal or the equivalent as determined by the accompanying coordinator), with regular individual coaching by members of the keyboard faculty. Formal instruction in the art of piano accompanying, including the study of vocal and instrumental literature, differing musical styles and performance practices from the earliest material through the present. Audition required. Two credits.

## Small and Chamber Ensembles

## MUEN 314 Shenandoah Singers

A vocal group that performs an eclectic repertoire of a cappella jazz, pop and world music. Designed for students interested in studying repertoire drawn from the popular music tradition, this vocal chamber group consists of a select ensemble of eight to twelve singers. Audition required. One credit.

## MUEN $316 \quad$ Double Bass Ensemble

An ensemble performing original compositions and transcriptions for homogeneous double bass ensemble. Audition required. One credit.

## MUEN 33I Kammermusik Players

A large, mixed chamber ensemble comprised of wind, string and percussion instruments (mostly one instrument per part) that studies and performs music of all styles. Audition required. One credit.

## MUEN 332 Clarinet Choir

The clarinet choir, comprising all members of the clarinet family, performs original works and transcriptions. Audition required. One credit.

## MUEN 333 Percussion Ensemble

This ensemble performs standard and original compositions, written for percussion instruments. Audition required. One credit.

## MUEN 335 Jazz Guitar Ensemble

The jazz combos are designed to expand upon the student's improvisation and interpretative skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear training and listening skills with respect to chord/scale recognition in improvisation. The student may also be required to memorize some or all of the repertoire. Audition required. One credit.

## MUEN 34I Chamber Choir

A highly selected mixed vocal group of limited size that performs vocal chamber music of all periods. Audition required. One credit.

## MUEN 352 New Music Ensemble

A mixed ensemble of indeterminate personnel, open to both singers and instrumentalists, that regularly performs contemporary chamber music and frequently features premiere performances of new works. Audition required. One credit.

## MUEN 353 Pit Orchestra

An orchestra that plays for musical theatre productions. Specific instrumentation needed is determined by the production offered, but typically would include: five woodwinds (doubling), five to eight brasses, strings ( $3,2,2,1$ ), piano and percussion. Audition required. One credit.

## MUEN 354 Pep Band

A small instrumental ensemble of no more than 20 performers that performs music suitable for home football events. May not be used to fulfill any curricular ensemble requirement in the conservatory. Audition required. One credit.

## MUEN 361 Brass Ensembles

Small brass ensembles, mainly brass quintets, coached by faculty members of the brass faculty. Membership on a yearly basis. Audition required. One credit.

## MUEN 362 Woodwind Ensemble

Various ensembles of woodwind instruments in diverse groupings whose repertoire includes standard quartets and quintets. Audition required. One credit.

## MUEN 363 String Chamber Ensemble

Preparation and performance of standard string ensemble literature (duo, string trio, piano trio, string quartet, piano quartet, etc.). Audition required. One credit.
MUEN 364 Saxophone Ensemble
One or more student saxophone quartets are formed each semester to perform standard quartet literature from the French, German, and American schools. Audition required. One credit.

## MUEN 365 Flute Ensemble

An ensemble performing music for flute groups of varying size. Audition required. One credit.

## MUEN 366 Guitar Consort

Performance of repertoire expressly composed or arranged for guitar duo, trio, or quartet. Enrollment is limited and each student will be expected to assume total responsibility for one part. Audition required. One credit.

## MUEN 367 Cello Ensemble

An ensemble performing original compositions and transcriptions for homogeneous cello ensemble. Audition required. One credit.

## MUEN 368 Chamber Music

Preparation and performance of representative unconducted chamber works for three or more instruments. Placement in ensembles will be at the discretion of the Chamber Music Coordinator and approval of the division chair. Audition required. One credit.

## MUEN 371 Jazz Combo Ensemble

Jazz combos are designed to expand upon the student's improvisation and interpretive skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear-training and listening skills with respect to chord/scale recognition in improvisation. The students may also be required to memorize some or all of the repertoire. Audition required. One credit.

## MUEN $372 \quad$ World Music Ensemble

Contextual study, rehearsal, and performance of vocal and instrumental music primarily associated with indigenous, non-Western music traditions. Audition required. One credit.

## MUEN 375 Jazz Combo: Improvisation Laboratory

A small ensemble with the emphasis on development of performance and improvisational skills. No audition required. One credit.

## MUEN 378 Harp Ensemble

Study and performance of compositions and transcriptions for harp ensemble to develop the ensemble skills of harp students. Study of orchestral excerpts is included. Audition required. One credit.

## MUSIC LITERATURE (MULT)

## MULT 203 History of Western Music I

A survey of European art music from the medieval period through the Baroque. The course consists of lecture, reading and listening exercises, bibliographic and essay exercises and a weekly listening lab. Students are assessed on knowledge of factual, conceptual and aural materials. The course final project is a large-scale bibliographic exercise. Corequisite: MLLB 203 Lab. Two credits.

## MULT 204 History of Western Music II

A survey of European art music in the Classical and Romantic eras. The course consists of lecture, reading and listening exercises, bibliographic and essay exercises and a weekly listening lab. Students are assessed on knowledge of factual, conceptual and aural materials. The course final project is an extended literature review. Prerequisite: MULT 203. Corequisite: MLLB 204 Lab. Two and one-half credits.

## MULT 205 History of Western Music III

A survey of European art music from the end of Romanticism to the present. The course consists of lecture, reading and listening exercises, bibliographic and essay exercises and a weekly listening lab. Students are assessed on knowledge of factual, conceptual and aural materials. The course final project is an extended literature review. Prerequisites: MULT 203 and MULT 204. Corequisite: MLLB 205 Lab. Two and one-half credits.

## MULT 225 Introduction to Rock Music

This course serves as an introduction to the history of rock music, emphasizing primarily the period between 1955 and 2000. Mixing historical and cultural readings with intense listening, this course covers the vast repertoire of rock music and many other associated styles. Students focus on the sounds of the music, learning to distinguish a wide variety of genres, while also tracing the development and transformation of rock and pop styles. The lectures that comprise the teaching element of the course use a wide variety of multimedia, including audio, video and interactive Web-based sources. Knowledge of a technical musical vocabulary and an ability to read music are not required for this course. Three credits.

## MULT 275 Survey of Western Music

A survey of Western European art music representing all periods and genres. Emphasis on basic terminology and knowledge of standard musical works. Three credits.

## MULT 355 American Musical Theatre I

The history and development of popular musical theatre in the United States from colonial times through 1942, including extravaganza, minstrelsy, revue, vaudeville, burlesque, operetta and early musical comedy. Three credits.

## MULT 356 American Musical Theatre II

The history and development of popular musical theatre in the United States from 1943 through the present, including musical comedy, the musical play, the concept musical, the through-sung musical, foreign influences and modern trends. Three credits.

## MULT 361 Survey of World Music: South Asia/Middle East/Europe

Study of contemporary music indigenous to South Asia/Middle East/Europe. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. One credit.

## MULT 362 Survey of World Music: Sub-Saharan Africa/Caribbean

Study of contemporary music indigenous to Sub-Saharan Africa/Caribbean. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. One credit.

## MULT 363 Survey of World Music: The Americas

Study of contemporary music indigenous to the Americas. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. One credit.

## MULT 364 Survey of World Music: Central/East/South-East Asia

Study of contemporary music indigenous to Central/East/South-East Asia. Analysis and comparison of tonal and rhythmic attributes. Promotion of socio-cultural awareness. One credit.

## MULT 401 Symphonic Literature

Historical and analytical study of selected works from the Classical period to the present. Prerequisites: MULT 203, MULT 204 and MULT 205. Three credits.

## MULT 402 Oratorio/Choral Literature

Historical and analytical study of selected works representing major forms and styles from the late Renaissance to the present. Three credits.

## MULT 403 Brass Literature

Historical and analytical survey of solo literature and advanced method materials written for brass instruments. Three credits.

## MULT 407 Organ Literature I

Historical and analytical survey of organ literature. Two credits.

## MULT 408 Organ Literature II

Continuation of MULT 407. Prerequisite: MULT 407. Two credits.

## MULT 409 Percussion Literature

Historical and analytical survey of percussion solo and ensemble music. Three credits.

## MULT 4II Piano Literature I

A historical and analytical survey of piano literature from the earliest sources through the Classical period. Two credits.

## MULT 412 Piano Literature II

Historical and analytical survey of piano literature from the Romantic period to the present. Two credits.

## MULT 4I3 Woodwind Literature

Historical, analytical and pedagogical survey of solo and ensemble literature written for woodwind instruments, including solos with large ensemble accompaniment. The literature of each instrument is surveyed from the Baroque period through the 20th century period. Three credits.

## MULT 417 String Literature

Historical and analytical survey of literature for solo and chamber strings throughout the major historical musical periods. Three credits.

## MULT 420 Opera Literature

A brief history of opera through the examination of major works in historical context, as well as a survey of opera repertoire through in-class performance and in and out of class listening. Students will develop individual repertoire reference materials. Three credits.

## MULT 432 Jazz History

A study of the origin, development styles and major contributors of jazz through listening, analysis and research. Two credits.

## MULT 433 Survey of Vocal Literature

A presentation of the history and development of the art song, including in-class performances and discussions. The song compositions of Italian, German, French, Spanish, Latin American, British and American composers will be covered. If time allows, Scandinavian, Russian and Slavic composers will be addressed as well. Performance and critical listening are the major emphasis of the class. There will be assigned readings, a term paper with oral presentation and two songs by the composer chosen for the paper. Three credits.

## MULT 434 The Piano in Chamber Literature

Historical and analytical survey of repertoire for chamber ensemble with piano. Exploration through listening, reading and class discussion of works from the 17 th century to present day. Two credits.

## MULT 435 Guitar Literature I

Historical and analytical survey of guitar literature from the Renaissance Era through the music of J. S. Bach. Two credits.

## MULT 436 Guitar Literature II

Historical and analytical survey of guitar literature from the Classical Era through the music of the 21 st century. Two credits.

## MULT 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

## MULT 499 Individual Directed Research

A private instruction setting for individual projects in music literature. May be used to fulfill music electives only. Project proposal must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## MUSIC PERFORMANCE AND PEDAGOGY (MUPP)

## MUPP $121 \quad$ Beginning Guitar Class

A class for anyone who would like to learn the basics of playing the guitar. The course will cover basic music reading, chord building, song accompaniment, playing solos and the guitar heritage. One credit.

## MUPP I5I Recording Systems: Design and Application I

Acquaintance for musicians with appropriate applications of hardware used to record musical performances. Two credits.

## MUPP 152 Recording Systems: Design and Application II

A continuation of MUPP I5I.Aspects and applications of recording studio techniques, including editing, session setups, mixing, console flow logic, patch bay applications and microphone placement. Two hours of studio time per week accompany the class. Prerequisite: MUPP I5I.Two credits.

## MUPP 162 Recording Systems Studio Time

Course provides a laboratory experience to parallel the content of MUPP I 52, Recording Systems II. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP I52. A studio recording fee is assessed. Prerequisite: MUPP I5I and concurrent enrollment in MUPP I52. One-half credit.

## MUPP 225 Opera Stage Training I

Use of dramatic techniques in the interpretation and performance of operatic music. Basic acting for the operatic stage, movement, improvisation, makeup, period dances, and techniques of relaxation. One credit.

## MUPP 226 Opera Stage Training II

A continuation of Opera Stage Training I. Acting of operatic roles in different periods and styles including pantomime, spoken dialogue, recitatives and short scene study in English. Prerequisite: MUPP 225. One credit.

## MUPP 233 Voice Class

Designed for non-voice majors, this course is a study of vocal physiology, diction, tone production and performance.Vocal literature, voice classification and vocal health will be discussed. Classes will be oriented toward performance improvement. One credit.

## MUPP 239 Studio Accompanying

Practical experience through assigned accompanying responsibilities coordinated by a member of the piano faculty. Required of all keyboard majors in non-performance curricula. No credit.

## MUPP $241 \quad$ Oboe Reed Making Class

Practical instruction in the gouging, shaping, tying and scraping of oboe reeds. Concurrent enrollment in APOB Applied Oboe instruction recommended. One-half credit.

## MUPP 242 Bassoon Reed Making Class

Practical instruction in the profiling, shaping, forming, and scraping of bassoon reeds. Concurrent enrollment in APBN Applied Bassoon instruction recommended. One-half credit.

## MUPP 25I Sound Reinforcement

A study of equipment used for musical sound reinforcement, including small, large, portable and fixed systems; specifications on instrumentation, nature of music performed and location; set-up, microphone placement and equipment selection. Prerequisite: MUPP I52. Two credits.

## MUPP 252 Remote Recording Practicum

Practical application of remote recording techniques in recitals and other concerts, working as a sound technician and assisting with remote recording sessions. May be repeated for a total of two credits. Prerequisite: MUPP I5I. One credit.

## MUPP 253 Sound Reinforcement Practicum

Practical application of equipment used for sound reinforcement, including small, large, portable and fixed systems; specifications on instrumentation, nature of music performed and location; set-up, microphone placement and equipment selection; and practical application through working as a sound technician for a variety of on-campus performances in a variety of venues. Prerequisite: MUPP 25I. One credit.

## MUPP 260 Introduction to Lyric Diction

Designed for the non-performance voice major, this course is a discussion and practice of the fundamentals of Latin, Italian, German and French pronunciation for singers utilizing the International Phonetic Alphabet.
Performance of songs in each language will be required. Two credits.

## MUPP 263 Singer's Diction I

Discussion and practice in the fundamentals of Latin and Italian pronunciation for singers utilizing the International Phonetic Alphabet. Performance of songs in these languages is required. Two credits.

## MUPP 264 Singer's Diction II

Discussion and practice in the fundamentals of French and German pronunciation for singers utilizing the International Phonetic Alphabet. Performance of songs in these languages is required. Prerequisite: MUPP 263.Two credits.

## MUPP 303 Pedagogy of Jazz Teaching Techniques

An introduction to the fundamentals of jazz and jazz teaching, focusing on ensemble conducting, program development, improvisation, jazz style and basic jazz history. This course is designed to assist students in becoming successful middle, junior and senior high school jazz band directors. One credit.

## MUPP 304 American Folk and Orff Instruments

The study of chanting, singing, moving and playing in ensemble using voice, body percussion, pitched and unpitched percussion and recorder for elementary music classes. Instruction will include strategies that focus on composing, arranging and adapting music to meet the classroom needs and ability levels of school vocal/choral and general music students, skills in providing and directing creative experiences and improvising when necessary, and proficiency on appropriate accompanying instruments. Prerequisite: MUED 321. One credit.

## MUPP 3II Musical Theatre Styles

An in-depth study and application of methods for singing musical theatre styles. Instruction will be two hours weekly, consisting of lecture, training and discussion of relevant techniques and solutions. Course will cover treatment of vowels, consonants, song authenticity and correct style musically and vocally.Through songs, students will explore various vocal styles found in musical theatre while maintaining vocal health. Prerequisite: Junior standing in the musical theatre curriculum. One credit.

## MUPP $313 \quad$ Percussion Teaching Techniques

Fundamental playing techniques of percussion instruments. Focus includes survey of teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. One credit.

## MUPP $314 \quad$ String Teaching Techniques

Fundamental playing techniques of string instruments. Focus includes survey of teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. One credit.

## MUPP $316 \quad$ Woodwind Teaching Techniques I

Fundamental playing techniques of woodwind instruments. Focus includes survey of teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. One credit.

## MUPP $317 \quad$ Woodwind Teaching Techniques II

Additional acquisition of playing techniques of woodwind instruments. Focus includes teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. Prerequisite: MUPP 316. One credit.

## MUPP $318 \quad$ Brass Teaching Techniques I

Fundamental playing techniques of brass instruments. Focus includes survey of teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. One credit.

## MUPP $319 \quad$ Brass Teaching Techniques II

Additional acquisition of playing techniques of brass instruments. Focus includes teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. Prerequisite: MUPP 318. One credit.

## MUPP $320 \quad$ Guitar Class

Fundamentals of guitar playing. Basic chords strummed to familiar songs, with emphasis on folk song styles in order to provide sufficient skills for classroom instruction of guitar. Nylon string guitar preferred. One credit.

## MUPP $322 \quad$ Functional Guitar Skills

Fundamentals of guitar playing is the primary focus of this course. Students perform a basic repertoire of traditional, folk and popular songs with or without printed music. Many basic chords, strumming patterns and picking patterns employed. Overall general care and use of the guitar taught. Open only to Music Therapy students. One credit.

## MUPP 330 Repertoire for Piano Ensemble

A survey of the history and performance of literature for piano four hands and for two or more pianos. Two credits.

## MUPP 332 Piano Pedagogy

A study of materials, methods, and repertoire for the successful teaching of piano students from the beginning stages through the advanced and college preparatory levels. Two credits.

## MUPP 336 Supervised Private Teaching

Supervised teaching of beginning and intermediate applied music students with periodic seminars to discuss relevant teaching techniques and solutions. May be repeated with different instructor or in a different applied field. Prerequisite: Keyboard - MUPP 332;Voice - MUPP 433; Instruments - appropriate pedagogy class. Three credits.

## MUPP $338 \quad$ Business of Studio Teaching

A study of the business of studio teaching and management. Individual project resulting in the development of studio policies, resume and other materials appropriate to the successful operation of an independent teaching studio. One credit.

## MUPP 34I Half Recital

Presentation of a half recital, including classical music and jazz performances, may be undertaken by a Conservatory student after AP**200-level study has been completed. Students in non-Conservatory curricula may undertake a half recital after four semesters of study. The length of each half of the recital is not to exceed 25 minutes of music. Concurrent enrollment in applied study is required. One credit.

## MUPP 343 Jazz Repertoire

A course devoted to developing the repertoire necessary for jazz musicians to work in various environments, specifically in professional "club date" and "jam session" settings. Memorization of music in various styles is emphasized. One credit.

## MUPP $345 \quad$ Fretboard Theory

Development of functional theoretical concepts on the guitar. Prerequisite: Completion of APGT 200-level study. One credit.
MUPP $350 \quad$ Basic Electronics
Basic electronics survey for the recording studio. Theoretical concepts of voltage, current, resistance, capacitance and inductance are developed. Two credits.

## MUPP 35I Digital and Advanced Recording

A continuation of MUPP I52. Aspects and application of digital audio recording and principles of digital audio. Working with computer software programs such as Pro Tool and Cubase including editing, recording and MIDI. Two hours of studio time per week accompany this class. Prerequisite: MUPP 152. Two credits.

## MUPP 353 Studio Maintenance and Repair

Development of skills for the use of test equipment for preventative maintenance and equipment calibration. Trouble shooting and basic repair procedures are included. Prerequisite: MUPP 350. One credit.

## MUPP 354 Tonmeister Seminar

A course taken near conclusion of the program consisting of study and application of the aesthetics of Tonmeister technology by recording various student and/or faculty performing ensembles. Prerequisite: MUPP 35I. One credit.

## MUPP $361 \quad$ Digital and Advanced Recording Studio Time

Course provides a laboratory experience to parallel the content of MUPP 35I, Digital and Advanced Recording. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 35I.A studio recording fee is assessed. Prerequisite: MUPP I 52 and concurrent enrollment in MUPP 35 I. One-half credit.

## MUPP $403 \quad$ Guitar Pedagogy

Survey of teaching methods and materials for private instruction. Prerequisite: Completion of APGT 200-level study. Two credits.

## MUPP 405 Organ Pedagogy

Methods of private instruction, analysis of teaching, problems and investigation of graded literature. Two credits.

## MUPP 425 Opera Workshop

In-depth study of scenes selected from the standard operatic repertoire. In addition to background research and character development exercises, the course culminates in a public performance of excerpts performed in the original language, with minimal sets and costumes. Emphasis is on the expressive use of the body and the language. May be taken multiple times. Prerequisites: MUPP 225 and MUPP 226. Two credits.

## MUPP 433 Anatomy and Function of the Singing Voice

Emphasis on the analysis of teaching problems and the development of vocal technique through the study of anatomical structures and physiological mechanisms as applied to singing. A study of how the human voice physiologically emerges from the body through the combined blending of body actions that overlap and assist each other, specifically: posture and movement, respiration, phonation, resonation and articulation. Analysis of the voice as an acoustic chain. Practical application and laboratory experiences include supervised private teaching. Prerequisite: completion of APVO 200-level study.Three credits.

## MUPP $440 \quad$ Full Recital

Presentation of a full recital, including solo classical, accompanying and/or jazz performances. May be undertaken at any time after AP** 300-level is begun by Conservatory students. Non-Conservatory students may undertake a full recital after six semesters of study. Concurrent enrollment in applied study is required. Two credits.

## MUPP 46I Music Production I

This course is intended for students who expect to be in a recording studio as a musician, writer or producer. A study of console mixing from multi-track to stereo or mono format, using multi-band equalization, pan pots, reverberation and outboard effects such as compressors and limiters. Prerequisites: MUPP 35I, MUPP 252, MUTC 419 and MUTC 420.Two credits.

## MUPP 462 Music Production II

A continuation of MUPP 46I, culminating in a final project which the student must compose, produce and record. Prerequisite: MUPP 46I.Two credits.

## MUPP 463 Mixdown Techniques Lab I

A one-hour lab that provides a laboratory supplement to the work done concurrently in MUPP 46I Music Production I. Prerequisite: MUPP 35I. One-half credit.

## MUPP 464 Mixdown Techniques Lab II

A one-hour lab that provides a laboratory supplement to the work done concurrently in MUPP 462 Music Production II. Prerequisites: MUPP 46 I and MUPP 463. One-half credit.

## MUPP $465 \quad$ Music Production and Recording Technology Internship

Internship to provide the opportunity to apply expertise gained in controlled classroom to a realistic situation. Minimum requirement of 150 hours of practical experience. Prerequisites: MUPP 462, MUPP 472, MUPP 464, MUPP 253, MUPP 354 and MUTC 452. Three credits.

## MUPP 47I Music Production I Studio Time

Course provides a laboratory experience to parallel the content of MUPP 46I, Music Production I. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 46I.A studio recording fee is assessed. Concurrent enrollment in MUPP 461 is required. Prerequisite: MUPP 351 . One credit.

## MUPP 472 Music Production II Studio Time

Course provides a laboratory experience to parallel the content of MUPP 462, Music Production II. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 462. A studio recording fee is assessed. Concurrent enrollment in MUPP 462 is required. Prerequisite: MUPP 47 I. One credit.

## MUPP 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## MUPP 498 Internship

Internship or practical training in an area of performance or future employment conducted under the supervision of a member of the faculty. One credit.

## MUPP 499 Individual Directed Research

A private instruction setting for individual project in performance practice or pedagogy. May be used to fulfill electives only. Project proposals must be approved by the associate dean for undergraduate studies and the division chair prior to registration. One, two or three credits, dependent upon topic.

## MUSIC THEORY (MUTC)

## MUTC 099 Music Fundamentals

Preparatory course for MUTC IOI or MUTC 121 ; required of any student who does not meet the minimum threshold score on the Music Theory Placement Test. Review of music fundamentals including pitch reading in treble and bass clefs, basic rhythm and meter, key signatures, scales, intervals and triads. Grade of "S" or " $U$ " only. This course fulfills no curricular requirements. Two pre-college level credits.

## MUTC IOI Introduction to Music Theory

Key, modality, rhythm and meter; notation; all tonal interval, scale, triad and seventh chord forms; an introduction to part-writing and harmonic progression in tonal music. Concepts are reinforced with student-written examples, analysis of classical repertoire, intervallic and harmonic identification, melodic and rhythmic dictations, and sightsinging. Enrollment by placement examination only. After successful completion of MUTC IOI, students must be continuously registered each fall and spring semester until the sequence of MUTC IOI, MUTC IO2, MUTC 20 I, and MUTC 202 is completed. Because success in MUTC IOI is the foundation for subsequent semesters of study in music theory, a minimum grade of "C" must be achieved. Two credits.

## MUTC 102 Diatonic Harmony and Simple Forms

A continuation of the study of tonal music, including more advanced harmonic writing and analysis (seventh chords, secondary function and modulation), figured bass realization and part writing. Prerequisite: Successful completion of MUTC IOI. Three credits.

## MUTC 107 Keyboard Harmony I

Harmonization using diatonic triads reinforced by chord progression drills, accompaniment styles, transposition, reading of open score and C-clef and improvisation. Material is correlated with MUTC IOI. Special emphasis on developing the sightreading skills of the performing pianist through the use of appropriate repertoire. One credit.

## MUTC 108 Keyboard Harmony II

Continuation of MUTC I07, with harmonization exercises extended to secondary dominants and to the use of figured bass. Material is correlated with MUTC 102. Continuation of special emphasis on developing the sightreading skills of the performing pianist through the use of appropriate repertoire. Prerequisite: MUTC I07. One credit.

## MUTC $109 \quad$ Ear Training

Practical application of the content of MUTC 102 to the hearing and performance of music. Introduction to tonal and rhythmic sightsinging techniques using movable-do solfege. Continuation of the melodic, rhythmic and harmonic dictation skills introduced in MUTC IOI. Introduction of cadences and simple four-part dictation. Prerequisite: MUTC I0I.Two credits.

## MUTC I2I Music Theory for Musical Theatre I

An introduction to counterpoint, tonal harmony, and phrase structure for musical theatre performers. Concepts will be addressed through reading assignments, written workbook assignments and repertoire analyses. Prerequisite: Successful completion of the Music Theory Entrance Examination or MUTC 099.Two credits.

## MUTC 122 Music Theory for Musical Theatre II

The study of secondary or "applied" harmonies, modulation, chromatic melodies and song forms for musical theatre performers. Concepts will be addressed through reading assignments, written workbook assignments and repertoire analyses. Prerequisite: MUTC 121.Two credits.

## MUTC $123 \quad$ Sightsinging for Musical Theatre I

Practical application of the concepts in MUTC 121 in performance and introduction to diatonic and rhythmic sightsinging for musical theatre performers. Prerequisite: Successful completion of the Music Theory Entrance Examination or MUTC 099. One credit.

## MUTC $124 \quad$ Sightsinging for Musical Theatre II

Practical application of the concepts in MUTC 122 in performance, continuation of diatonic sightsinging and introduction to chromatic sightsinging for musical theatre performers. Prerequisite: MUTC I23. One credit.

## MUTC 201 Chromatic Harmony and Compound Forms

The final examination of tonal music, including advanced harmonic writing and analysis (augmented sixth chords, Neapolitan sixth chords, other altered chords, and ninth chords), style period analysis concentrated on the Classical and Romantic periods, sonata form and contrapuntal techniques, including fugue. Prerequisite: MUTC IO2.Three credits.

## MUTC 202 20th Century Theory

Examination of compositional materials and techniques of the late 19th and early 20th centuries, techniques of the Contemporary period, including the twelve-tone system, new uses of tonality and modality, the avant garde and music of the present. Prerequisite: MUTC 201. Two credits.

## MUTC 203 Intermediate Aural Skills

Intervals, triads, modulatory melodic examples, seventh chords, cadences, four-part dictation with inversions and altered chords. Aural analysis parallels MUTC 20I. Prerequisites: MUTC 109 and MUTC I02. One credit.

## MUTC 204 Advanced Aural Skills

Continuation of MUTC 203. Addition of 9th, I3th, Neapolitan sixth and augmented sixth chords. Prerequisites: MUTC 20I and MUTC 203. One credit.

## MUTC 205 Intermediate Sightsinging

Tonal and rhythmic performance techniques paralleling MUTC 201 and MUTC 203 (using moveable-do solfege). Prerequisites: MUTC 109 and MUTC I02. One credit.

## MUTC 206 Advanced Sightsinging

A continuation of MUTC 205, with techniques paralleling MUTC 202 (using moveable-do solfege for tonal music and fixed-do solfege for atonal music). Prerequisites: MUTC 205 and MUTC 20I. One credit.

## MUTC $310 \quad$ Music Notation

A practical course in music notation, including correct practices for instrumental, vocal and keyboard music in all combinations, editing, proofreading, layout, and extractions of parts from a score. Also includes pencil/pen techniques (studio and publisher styles) and computer music notation and printing. Two credits.

## MUTC 3II Jazz Theory I

A course designed to equip the student with theory skills necessary to successfully improvise in the jazz idiom. Lead sheet notation, modes, and harmonic analysis are emphasized, as well as an introduction to jazz style. Two credits.

## MUTC 312 Jazz Theory II

A continuation of Jazz Theory I, with a review of chord/scale relationships, modal interchange, voicings and voice leading, non-harmonic tone treatment, melodic elaboration, chord substitution, rhythm changes, Coltrane matrix and extensive exploration of solo analysis. Prerequisite: MUTC 3II. Two credits.

## MUTC $401 \quad$ Form and Analysis I

A study of the various structural elements of music: melodic, rhythmic, harmonic, and textural. Emphasis on traditional structural concepts and terminology, from sub-phrase units through single-movement classical forms. Prerequisite: MUTC 201. Two credits.

## MUTC 402 Form and Analysis II

A continuation of MUTC 40 I including work with baroque and pre-baroque forms and procedures, concerto forms, art songs, etc. Prerequisite: MUTC 40I.Two credits.

## MUTC 408 16th Century Counterpoint

A study and application of modal counterpoint in two, three and four parts, including text-setting. Prerequisite: MUTC 20I.Two credits.

## MUTC $409 \quad$ 18th Century Counterpoint

A study and application of principles of tonal counterpoint, including canons, inventions and fugues. Prerequisite: MUTC 20I.Two credits.

## MUTC 413 Jazz Arranging and Composition

A basic course in arranging techniques, focusing on the small jazz ensemble. Voicing techniques, non-harmonic tone treatment, style, instrumentation and jazz form are emphasized. Prerequisites: MUTC 202 and MUTC 31I.Two credits.

## MUTC 414 Advanced Jazz Arranging and Composition

A course devoted to the study of large jazz ensemble arranging techniques. This is a continuation of the concepts explored in MUTC 4I3 as applied to big band writing. Prerequisite: MUTC 4I3.Two credits.

## MUTC 415 Contemporary Styles

Analysis of the compositional techniques and basic stylistic features of contemporary music. Analysis is drawn from composers from Wagner to the present. Prerequisite: MUTC 202. Two credits.

## MUTC $419 \quad$ MIDI and Electronic Music

Electronic music concepts, techniques, and hardware, including MIDI and MIDI software, basic digital equipment and computers. Two clock hours of studio time per week accompany the class. Prerequisite: MUTC 202. Two credits.

## MUTC $420 \quad$ Electronic Music Synthesis

Introduction of electronic music concepts and synthesis, techniques, and hardware, including basic digital and analog equipment and computers. One hour of studio time per week accompanies the class. Prerequisite: MUTC 4।9. One credit.

## MUTC 421 Arranging

Fundamentals of arranging techniques and vocal arranging, supported by practical writing assignments. Prerequisite: MUTC 20I.Two credits.

## MUTC 422 Instrumentation

Principles and techniques for use of orchestral instruments. Study of ranges, voicings, timbre and idiomatic characteristics supported by practical scoring for each group and for various combinations of all instruments. Prerequisite: MUTC 201. Two credits.

## MUTC 45I Song and Jingle Writing

A thorough analysis of the techniques of composing music in the "pop" idiom including analysis of harmonic and melodic structures, lyrics and instrumentation. Exploration of the industry and writing techniques of radio/ television commercial jingle writing. Class assignments include several written compositions, including a "pop" song for vocal quartet, a complete song in the "top 40" idiom and several 30-second commercial spots. Prerequisite: MUTC 201. Two credits.

## MUTC 452 Advanced Song and Jingle Writing

A continuation of MUTC 45 I with an emphasis on music for video. Prerequisite: MUTC 45I.Two credits.

## MUTC 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## MUTC 499 Individual Directed Research

A private instruction setting for individual projects in theory and musicology. May be used to fulfill music electives only. Project proposal must be approved by the associate dean for undergraduate studies and the music theory program coordinator prior to registration. One, two or three credits, dependent upon topic.

## MUSIC THERAPY (MUTH)

## MUTH 3II Introduction to Music Therapy

An introductory orientation to music therapy in terms of its history, theoretical foundations, scope of current clinical practice and research and relationship to other health care professions. Two credits.

## MUTH $312 \quad$ Music in Therapy

A survey of music resources used in a variety of therapeutic settings with emphasis on student development of musicianship, including accompanying skills on keyboard, guitar and other fretted instruments, and leadership skills used by music therapists. Two credits.

## MUTH $321 \quad$ Standards of Clinical Practice

Emphasis on application of the AMTA Standards of Clinical Practice, in preparation for music therapy field placement experiences. Topics include music therapy assessment, treatment planning, program implementation, program evaluation, documentation and termination/discharge planning. Prerequisite: MUTH 3II.Two credits.

## MUTH 322 Music Therapy Methods

A survey of methods used in music therapy practice, including performance, improvisation, song materials, physiological/psychological responses to music, music and movement, technology, recreational music, music psychotherapy, and combined interdisciplinary approaches. Prerequisites: MUTH 3II, MUTH 3 I2 and MUTH 32 I. Two credits.

## MUTH 33I Psychology of Music

The study of psychological dimensions of musical behavior, including psychoacoustics, neurological considerations, the perception of musical elements, affective responses to music, the development of musical preference, musical ability, learning strategies and sociocultural influences. Prerequisite: PSY IOI.Two credits.

## MUTH 332 Influences of Music on Behavior

Emphasis on reading, evaluating and applying experimental research findings on the influence of music on behavior to music therapy clinical settings. Topics include measurement of physiological and psychological responses to music and the use of quantitative research methods when collecting, codifying, interpreting and presenting behaviorallybased data generated within a musical context. Prerequisites: MUTH 321 and MUTH 322. Two credits.

## MUTH $340 \quad$ Music Therapy Practicum: Gerontology

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with gerontology. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course, the student will have earned 75 hours toward the I,200 hours of clinical training required by AMTA. Prerequisites: MUTH 312 and MUTH 32 I. Two credits.

## MUTH $350 \quad$ Music Therapy Practicum: Developmental Disabilities

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with developmental disabilities. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course, the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. Prerequisites: MUTH 312 and MUTH 32I.Two credits.

## MUTH $361 \quad$ Clinical Improvisation

This experiential course focuses on developing skills necessary for achieving therapeutic goals through the use of continuous, interactive music based initially on client-centered motor, affective and cognitive behaviors. Prerequisite: MUTH 3II and MUTH 3I2. One credit.

## MUTH 363 Introduction to Sign Language

Fundamentals of American sign language. One credit.

## MUTH 40I Music Therapy Seminar

A synthesis of music therapy education and training in preparation for internship. Emphasis on foundation, functions, professional responsibilities, therapeutic relationships, the identification of competency-based strengths and needs and future directions. Corequisite: MUTH 440 or MUTH 450. Prerequisites: MUTH 33I and MUTH 332. Two credits.

## MUTH $440 \quad$ Music Therapy Practicum: Mental Health

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with mental health. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course, the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. Prerequisites: MUTH 312 and MUTH 32I. Two credits.

## MUTH 450 Music Therapy Practicum: Medicine/Rehabilitation

The integration of music therapy knowledge and skills in pre-internship clinical settings associated with medicine/rehabilitation. The AMTA Professional Competencies serve as the basis for student learning. Upon successful completion of this course, the student will have earned 75 hours toward the 1,200 hours of clinical training required by AMTA. Prerequisites: MUTH 312 and MUTH 321.Two credits.

## MUTH 482 Music Therapy Internship

Internship requires a minimum of 900 hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc. Completion of all courses required for the Bachelor of Music Therapy degree, demonstrated proficiency in piano, voice, guitar and non-symphonic instruments, and minimum grade point average of 2.5 in core music therapy courses. Prerequisites: MUTH 40I, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Twelve credits.

## MUTH 483 Music Therapy Internship I

A minimum of 225 hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc. or at Shenandoah University affiliated sites. Completion of all courses required for the Bachelor of Music Therapy degree, demonstrated proficiency in piano, voice, guitar and non-symphonic instruments, and minimum grade point average of 2.5 in core music therapy courses. Prerequisites: MUTH 40 I, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

## MUTH 484 Music Therapy Internship II

A minimum of 225 hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc. or at Shenandoah University affiliated sites. Completion of all courses required for the Bachelor of Music Therapy degree, demonstrated proficiency in piano, voice, guitar and non-symphonic instruments, and minimum grade point average of 2.5 in core music therapy courses. Prerequisites: MUTH 40 I, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

## MUTH 485 Music Therapy Internship III

A minimum of 225 hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc. or at Shenandoah University affiliated sites. Completion of all courses required for the Bachelor of Music Therapy degree, demonstrated proficiency in piano, voice, guitar and non-symphonic instruments, and minimum grade point average of 2.5 in core music therapy courses. Prerequisites: MUTH 40 I, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

## MUTH 486 Music Therapy Internship IV

A minimum of 225 hours of clinical music therapy services under the supervision of a board certified music therapist, completed at a facility approved by the American Music Therapy Association, Inc. or at Shenandoah University affiliated sites. Completion of all courses required for the Bachelor of Music Therapy degree, demonstrated proficiency in piano, voice, guitar and non-symphonic instruments, and minimum grade point average of 2.5 in core music therapy courses. Prerequisites: MUTH 40 I , MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

## MUTH 495 Special Topics

Investigation of a specialized area of knowledge in a class setting. One, two or three credits, dependent upon topic.

## MUTH 499 Individual Directed Research

A private instruction setting for individual projects in music therapy. May be used to fulfill electives only. Project proposal must be approved by the associate dean for undergraduate studies and the music therapy program director prior to registration. One, two or three credits, dependent upon topic.

## NURSING (N)

## N $121 \quad$ Medical Terminology

This course is designed to assist the student in developing basic knowledge, skills, values, meanings and experiences with medical terminology. The course will focus on recognizing, using and understanding medical terms, prefixes, suffixes, roots and their combined forms as they apply to the delivery of professional nursing care. One credit.

## N $200 \quad$ Fundamentals of Nursing Practice

This course introduces the student to nursing as a profession and the roles of the nurse as provider of care, coordinator of care and member of the profession. Concepts related to provision of nursing care and health promotion are introduced. The clinical component provides the student the opportunity to learn basic skills in the campus learning lab and to provide direct nursing care to individuals in selected health care settings. Concurrent enrollment in NLAB 200 and N 201 is required. Four credits.

## N 201 Health Assessment

This course assists students in developing knowledge, skills, values, meanings and experiences necessary to achieve competency in performing comprehensive and holistic health assessment of individuals across the lifespan.
Concurrent enrollment in NLAB 20I, N 272, N 283, N 200 and NLAB 222 or N 213 is required. Four credits.

## N $209 \quad$ Health Across the Lifespan: <br> Psychiatric Mental Health Nursing

This didactic and clinical course assists the student to integrate and apply essential knowledge from biopsychosocial sciences associated with the individual's emotional and behavioral responses to common lived experiences across the continuum of care throughout life. Principles of caring behaviors along with therapeutic communication principles and skills will form the basis for Psychiatric Mental Health Nursing care. Common mental health lifespan issues along with psychiatric mental health disorders will be addressed. Nursing care that fosters a higher level of mental health function and enhanced life quality is emphasized. Clinical experiences will include hospital and community sites. Concurrent enrollment in NLAB 209, N 272 and N 283 is required. Prerequisite: PSY 101 or equivalent. Four credits.

## N $213 \quad$ Fundamentals and Skills for Nursing Practice

This laboratory course introduces the accelerated second degree track nursing student to basic and intermediate skills that are essential to providing direct nursing care to individuals across the lifespan with a variety of lived experiences. Concurrent enrollment in NLAB 213 is required. Three credits.

## N $214 \quad$ Health Across the Lifespan: Adults I

The intent of this course is to facilitate the development of knowledge, skills, values, meanings and experiences in order to provide comprehensive nursing care of diverse patients with alterations in fluid and electrolyte balance, diabetes, perioperative, pulmonary and cardiovascular function. Concurrent enrollment in NLAB 214 is required. Prerequisites: N 201, N 283 and N 272. Five credits.

## N $216 \quad$ Lifespan Development and Nutrition

This course introduces the student to knowledge, skills, values, meanings and experiences essential to understanding the development of individuals, families and communities across the lifespan. In addition to growth and development, the course examines nutritional wellness including the relationship between food, nutrition and health. Therapeutic nutrition for use in the treatment of health alterations will be introduced. Three credits.

## NLAB 222 Skills for Nursing Practice I

This laboratory course complements N 200 skills and introduces the student to additional beginning skills used in providing comprehensive nursing care to individuals across the lifespan. Concurrent enrollment in N 20 I is required. One credit.

## N $272 \quad$ Pathophysiology

This course is designed to assist the student in developing basic knowledge, skills, values, meanings and experiences associated with the pathophysiology of common illnesses/diseases. Emphasis is placed on cellular, tissue, organ and systems concepts as they interact to influence the health of human beings across the lifespan. Prerequisites: BIO 260, BIO 23I, BIO 232 and CHEM I2I or equivalents. Three credits.

## N $283 \quad$ Pharmacotherapy

This course examine theories and basic principles of pharmacokinetics, pharmacodynamics and pharmacogenetics which provide a foundation for critical thinking, the application of research findings and the utilization of the nursing process in the use of pharmacotherapeutic agents to diverse clients across the lifespan. MATH 210 is required if TEAS math score is unsatisfactory. Three credits.

## N $306 \quad$ Theory, Reasoning and Research in Nursing

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with utilization of theory, research, and reasoning in nursing practice. Students will learn how to translate and utilize replicated research in nursing practice. Student must pass N 214 before enrollment to this course. Additional prerequisite: MATH 207 or equivalent. Three credits.

## N $307 \quad$ Health Across the Lifespan: Children and Adolescents

This course is designed to assist the student in developing knowledge, skills, values, meanings and experiences associated with comprehensive nursing care for diverse infants, children, adolescents and their families and communities. Emphasis is placed on provision of individualized care based on growth and developmental needs. Concurrent enrollment in NLAB 307 and NLAB 323 is required. Prerequisite: N 214 . Four credits.

## N $308 \quad$ Health Across the Lifespan: Families

This course prepares the student to utilize nursing knowledge, skills, values, and meanings and experiences to design and deliver comprehensive nursing care to families across the lifespan and in a variety of settings. Emphasis is placed on issues relevant to the experiences of families. Concurrent enrollment in NLAB 308 and NLAB 322 or N 213 . Prerequisite: N 214 . Four credits.

## N $313 \quad$ Essential Concepts for Professional Practice

This course is designed to enhance the transition of the Registered Nurse student who is entering the RN to BSN Online Track. Personal growth and expanding perspectives will be highlighted. The student will be intellectually and technologically challenged through online opportunities for reflection, review and enhancement of technology and critical thinking skills. Building on preexisting knowledge and experiences, the student will gain a more global perception of professional nursing and what constitutes professional practice at the baccalaureate level.
Communication, personal values and philosophy, evidence-based nursing practice, group theory, critical thinking, economics, informatics, cultural diversity and the political process are among the topics presented and analyzed. Three credits.

## N $314 \quad$ Health Across the Lifespan: Adults II

This course facilitates further development of nursing knowledge, skills, values, meanings and experiences related to the delivery of professional comprehensive nursing care for patients with common alterations in genetic, hematological, gastrointestinal, urinary tract, reproductive and endocrine health as well as those experiencing cancer. The role of the nurse as a provider and manager of care is also emphasized. Concurrent enrollment in NLAB 314 and N 214 (ASD only) is required. Prerequisite: N 213 or N 214 . Five credits.

## $\mathrm{N} \quad 315 \quad$ Health Across the Lifespan: Adults III

This course builds on previous nursing knowledge, skills, values, meanings and experiences in preparing students to provide, manage and coordinate professional comprehensive nursing care for diverse patients with common alterations in neurological, musculoskeletal, immunological, and infectious alterations in health. Concurrent enrollment in NLAB 3I5. Prerequisite: N 3I4. Five credits.

## N $316 \quad$ Palliative and End of Life Care

This course introduces the student to the basic principles and concepts involved in palliative and end of life care. The role of the nurse is explored with emphasis on holistic care. The student will be prepared to provide symptom management and pain control to the patient. Students will address ethical issues surrounding end of life care and various cultural issues of a diverse population. Students will gain knowledge, skills, values, meanings and experiences related to the chronically ill or dying patient. Prerequisite: N 214 . Three credits.

## N $319 \quad$ Ethics and Genomics in Nursing Practice

This course introduces the nursing student to ethics in nursing practice. The course addresses current ethical issues that challenge nursing professionals and allows the student to use learned ethical theory and principles in analyzing ethical dilemmas found in nursing practice. The course also introduces basic concepts in genetics and genomics and their integration into nursing practice. Prerequisites: N 20 I and N 272. Three credits.

## NLAB 322 Skills for Nursing Practice II

This laboratory course builds upon basic knowledge, skills, values, meanings and experiences achieved in NLAB 222 and introduces the student to intermediate skills used in providing direct nursing care to diverse individuals across the lifespan. Prerequisites: N 200, N 272, N 283 and NLAB 222. One credit.

## NLAB 323 Skills for Nursing Practice III

This laboratory course builds upon basic knowledge, skills, values, meanings and experiences in previous skill courses and introduces the student to advanced skills used in direct nursing care of diverse individuals across the lifespan. Prerequisite: NLAB 322 or N 213 (ASD students). Corequisite: N 314 . One credit.

## N $334 \quad$ Health Disparities in Rural Settings

This course will aid the student to develop the KSVME to critically analyze the complexity of health disparities in rural settings rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies, distributions of and access to resources and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed, including those specific to rural settings as well as community-academic partnerships that translate research into action. Three credits.

## N $374 \quad$ Living with Grief and Death

This course is designed to explore the knowledge, skills, values, meanings and experiences surrounding death and death traditions of selected global populations. It will focus on an in-depth analysis of grieving and dying. The course will explore nursing measures that facilitate acceptance of the grieving and dying processes. Three credits.

## N $375 \quad$ Adult and Adolescent Physical and Sexual Assault

This course is designed to provide a basis for study of the evolving status of forensic nursing by exploring issues, identifying trends that will influence the development of this specialty, and interacting and working with members of a multidisciplinary team of professionals involved in the care of victims of violent crime. Emphasis is placed on providing interventions that are congruent with age, health status, culture, occupation and legal and ethical concerns. Knowledge, skills, values, meanings and experiences will be incorporated in the course presentation. Three credits.

## N $376 \quad$ Evolution of the Nursing Profession

The focus of this course is to review the history of nursing and analyze its impact on contemporary nursing knowledge, skills, values, meanings and experiences. The class examines historical nursing leaders and events that influenced the development of the nursing profession. Prerequisite: N 214 . Three credits.

## N $\quad 401 \quad$ Health Across the Lifespan: Communities

This course is designed to prepare senior students in the last semester for contemporary public and community health nursing practice. Students will develop appropriate knowledge, skills, values, meanings and experiences associated with public and community nursing of diverse individuals, families, groups, and aggregate communities. Concepts of community as partner, empowerment and healing, participatory research and ecology are explored. Clinical experiences will take place in a variety of community settings. Prerequisite: SOC 101 or equivalent. Corequisites: N4I5 and NLAB 40I. Five credits.

## NLAB 403 Health Across the Lifespan: Clinical Elective

This course provides the senior student with additional experiences in the provision, management and coordination of professional and comprehensive nursing care in a variety of specialty practice areas. This course also begins to transition individuals from the role of student to the role of independent nurse. Post-conference time allows for discourse and analysis of specialty clinical experiences in preparation for the National Council of Licensure registered nurse examination. Corequisite: N 401 . Three credits.

## N $407 \quad$ Transition to Professional Practice

This course will prepare the senior student for transition to independent practice and licensure through the integration of critical thinking skills, critical appraisal of comprehensive nursing knowledge and development of a focused plan of study.The student will demonstrate achievement of comprehensive nursing knowledge obtained throughout the curriculum via standardized testing. Corequisites: N 40 I, NLAB 403 and N 415 . Three credits.

## N $414 \quad$ Leadership and Management in Professional Nursing Practice

This course continues to develop knowledge, skills, values, meanings and experiences associated with developing professional and ethical leaders and mentors in the delivery of comprehensive nursing care. A variety of nursing management and leadership theories, principles and issues are examined. Students will have the opportunity to apply management, leadership, ethics theories, legal principles and models in simulated experiences. Prerequisite: N 314.Three credits.

N $\quad 415 \quad$ Emergency Preparedness and Disaster Nursing
This course explores and prepares the nurse for response to various types of disasters, including natural, environmental, mass casualty, public health emergencies, terrorism and bioterrorism by utilizing essential knowledge, skills, values, meanings and experience in the basic competencies of emergency preparedness and disaster nursing. The RN-BSN track can register for this course. Co-requisite: N 40 I. Three credits.

## N $450 \quad$ International Health Care

This course provides students with the opportunity to experience international travel and develop knowledge, skills, values, meanings, and experiences associated with nursing and health care in a variety of international settings. Students will explore political, economic, social and cultural influences on the role of nursing and other health care providers in promoting and providing health care in the international community. Three credits.

## N $499 \quad$ Selected Topics in Nursing

This independent study course is designed to allow students to scientifically explore selected problems or issues in nursing and/or health care under the direction of a nursing faculty member. One, two or three credits.

## PERFORMANCE FORUM (PRF)

## PRF IOI Performance Forum

Required attendance at selected events that support curricular offerings. One-half credit.

## PRF 201 Health Issues for Artists

The purpose of this course is to provide injury prevention education for students in the Conservatory curricula in music and dance. One-half credit.

## PHILOSOPHY (PHIL)

PHIL $101 \quad$ Introduction to Philosophy
A course designed to introduce the student to the nature of philosophical thought. Attention is given to philosophical method, definition of terms, identification of philosophical problems and a limited number of individual philosophers and their systems. Three credits.

## PHIL I20 History of Western Philosophy

This course offers students an historical survey of Western philosophy from the pre-Socratics to the present. Three credits.

## PHIL I30 Introduction to Medical Ethics

An introduction to morality in general and an inquiry into the major moral problems of medical practice. Three credits.

## PHIL $150 \quad$ Ethics and Society

This course will offer a general philosophical introduction to ethics with readings from Aristotle, Kant and Mill. These classical approaches will be utilized in the analysis of issues and cases of general relevance and those specifically related to the fields of study represented by the schools of the university. Three credits.
PHIL $220 \quad$ Critical Thinking
As the result of this course, students will understand the structures of reasoning, methods of decision-making, analysis, interpretation, evaluation, inference, the principles and methodologies of critical thinking, and the use of this understanding in developing good decision-making tools for personal and career use. Three credits.

## PHIL $225 \quad$ Christian Social Ethics (same as REL 225)

This course will explore possible Christian responses to contemporary social problems. Topics typically include just war and pacifism, poverty and economic justice, sexuality (including homosexuality, abortion and sexism), euthanasia, capital punishment and racism. Three credits.

## PHIL 3II Asian Religion and Philosophy (same as REL 3II)

This course examines the major philosophies and religions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and Shinto. Particular attention will be paid to conceptions of self, nature, divinity and ethics. The course will also examine the ways in which these religions have influenced each other. Prerequisite: PHIL $10 \mid$ or PHIL 120 or REL IOI or REL 202. Three credits.

## PHIL 320 Aesthetics

A study of the nature of art with emphasis on both experience and criticism. The study of interpretations of the aesthetic experience is made within the context of selected works of art. Prerequisite: PHIL IOI.Three credits.

## PHIL 331 Philosophy of Nonviolence

This course examines the history, theory and practice of nonviolence as it has developed through human history. Particular attention is paid to the nonviolence of Mahatma Gandhi and Martin Luther King, Jr. through their writings and campaigns for justice, as well as an evaluation of the merits and limitations of nonviolence as a means of social change. Prerequisite: One course in philosophy or religion and one course in history or political science. Three credits.

## PHIL 36I History of Western Political Philosophy I

A survey of the great political writings of Western Civilization from Ancient Greece to the Renaissance.Three credits.

## PHIL 362 History of Western Political Philosophy II

A continuation of PHIL 36 I covering the great political writings from the Renaissance to the present. The course covers the rise of modern political ideology. Prerequisite: PHIL 36I. Three credits.

## PHYSICS (PHYS)

## PHYS 103 Acoustics

Basic concepts of sound in relation to music. The course includes an introduction to the physics of vibrations, the nature and transmission of sound waves, spectrum description of complex waves, spectrum analysis of musical instruments, properties of musical scales, and temperament. The biophysics of sound reception includes a study of the ways in which the ear and the auditory nervous system transform and encode musical messages. Two-hour lecture plus two-hour laboratory per week. PHYL 103 Acoustics Lab must be taken concurrently. Three credits.

## PHYS 105 The Physical Universe

This is a conceptual survey course covering the basic principles of physics and space science. Emphasis will be placed on developing an appreciation of the subject as it relates both to every day phenomena and to socially relevant physical science issues. The course is specifically designed for the non-technical student and requires only a minimal fluency in mathematics. This course also forms part of a three-course series with BIO 105 and CHEM I05. Together the three courses provide an overview of the natural sciences and fulfill the requirements for Virginia state elementary (K-6) teacher licensure. The courses may be taken in any sequence. Three-hour lecture plus two-hour laboratory per week. PHYL 105 The Physical Universe lab must be taken concurrently. Four credits.

## PHYS III College Physics I

A study of the fundamental laws and principles of physics with emphasis on topics and applications to areas of the health professions. This course covers principles of statics, dynamics, work and energy, states of matter, heat and thermodynamics and wave phenomena. Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: MATH 102 or MATH 20I. PHYL Lab and PHYR II। Recitation must be taken concurrently. Four credits.

## PHYS II2 College Physics II

A continuation of PHYS I I . Topics include electricity, magnetism, light, modern physics, and nuclear radiation. Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: PHYS I I I. PHYL Lab and PHYR II 2 Recitation must be taken concurrently. Four credits.

## PHYS 121 General Physics I

An introduction to the basic principles of physics including classical mechanics, vibrations and waves, properties of matter, kinetic theory of gases, light, relativity, electricity, magnetism and radioactivity. This course is calculus-based and intended for students majoring in science, mathematics, computer information systems, and engineering. Threehour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: MATH 20I. PHYL Lab and PHYR I2I Recitation must be taken concurrently. Four credits.

## PHYS 122 General Physics II

A continuation of PHYS 121.Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: PHYS I21. PHYL Lab and PHYR 122 Recitation must be taken concurrently. Four credits.

## PHYS 20I Introduction to Microcomputers

Topics to be covered include microcomputer system components and how they function, instruction sets and how they are programmed, input/output controller design and $A / D$ and $D / A$ converters. Selected experiments conducted to obtain hands-on experience with micro-computer circuitry. Three-hour lecture plus three-hour laboratory per week. Prerequisite: PHYS I 22. PHYL 20I Introduction to Microcomputers Lab must be taken concurrently. Four credits.

## PHYS 22I Modern Physics

An introduction to post-classical physics as based upon the twin pillars of relativity and quantum mechanics. Material will be selected from areas of atomic, nuclear, solid-state and astrophysics. Prerequisites: MATH 201 and MATH 202, PHYS III/PHYS I 12 or PHYS I2।/PHYS I22. Three credits.

## PHYS 295 Topics

Study of specific topics, issues or themes within the field of physics. PHYL 295 Topics lab might be taken concurrently. Three or four credits.

## PHYS 299 Directed Studies

This course is designed to provide an opportunity for open-ended study of scientific methods and results of current interest in physics. The independent study may consist of a basic research problem, a library thesis or a problem in science education. Prerequisite: Four credits in physics. One, two or three credits.

## PHYS 33I Mathematical Methods in the Physical Sciences

A course designed to provide the science student with a repertoire of advanced mathematical techniques. Topics include infinite series, multivariate calculus, Vector analysis, complex variables, differential equations, integral transform and probability. Emphasis placed on applications to problems in physics. Prerequisites: MATH 20 I and MATH 202. Recommended: PHYS I I I/PHYS II2 or PHYS I2I/PHYS I22. Three credits.

## PHYS 352 Health Physics

This course deals with topics in physics related to the health area. Topics include nuclear binding energy, nuclear models, radioactive decay, interaction of radiation with matter and radiation dose measurements. Prerequisite: PHYS I 12 or PHYS 122.Three credits.

## PHYS 375 Research Seminar

This course is designed to provide an opportunity for study of the scientific approach to the solution of technical problems. Prerequisite: Junior or senior standing. Two credits.

## PHYS 495 Advanced Topics

Study of specific topics, issues, or themes within the field of physics. PHYL 495 Advanced Topics lab may be taken concurrently. Three or four credits.

## POLITICAL SCIENCE (PSCI)

## PSCI IOI Introduction to Political Science

An introduction to political science emphasizing concepts basic to politics and political thought. Three credits.

## PSCI I02 Introduction to Public Administration

A survey of the principles, functions and processes of public administration with the specific emphasis on the political aspects and environment of bureaucracies. This is an introductory course. Three credits.

## PSCI 201 American Government

An introduction to the processes and institutions of the federal government. Three credits.

## PSCI 202 State and Local Government

An introduction to the forms and functions of state and local government, emphasizing Virginia. Three credits.

## PSCI 204 Introduction to International Politics

This course is designed as an introduction to the complex and dynamic nature of world politics. The goal of this course is to assist students in their endeavor to make sense of global issues and how they affect the global system, nation-states, not-state actors and the individual. Three credits.

## PSCI 205 Introduction to Public Policy

A study of the process of making public policy, including detection of public issues, consideration of alternatives and adoption and implementation of solutions. Recommend PSCl 102 . Three credits.

## PSCI 206 Introduction to Theories of Public Organization

An introduction into public administration theory with a focus on public organization theories of management, motivation, leadership, communication, conflict resolution and decision making. Three credits.

## PSCI 207 Communism, Fascism and Democracy

During the last century, three competing ideologies dominated the global system: liberalism, communism and fascism. The primary goal of this course is to familiarize students with the philosophical foundations for these ideologies and the goal cultures they hope to achieve. Three credits.

## PSCI 209 Introduction to Comparative Politics

This course is designed as an introduction to the comparative study of political institutions and social processes at both the theoretical and practical levels. Examination at the theoretical level will entail a comparative assessment of the multiple means of governance. The practical study will include an examination of a set of nation-states with differing political, ideological, cultural and economic structures. Three credits.
PSCI 295 Topics
Study of specific topics, issues or themes within the field of political science. Three credits.
PSCI $301 \quad$ History of Western Political Philosophy I
A survey of the great political writings of Western Civilization from Ancient Greece to the Renaissance. Three credits.

## PSCI 302 History of Western Political Philosophy II

A continuation of PSCl 301 covering the great political writings from the Renaissance to the present. Prerequisite: PSCI 30I. Three credits.

## PSCI 303 American Foreign Policy

This course serves as an introduction to the complex nature of American foreign policy and focuses on several aspects of the foreign policy making process. These include the historical evolution of U.S. foreign policy, institutional processes involved in decision making and key issues American officials confront. Three credits.

## PSCI 306 American Political Parties, Elections and Voting Behavior

A study of national political organizations, processes, and behavior to include political parties, the nomination and election process, and the development of political attitudes and behavior. Three credits.

## PSCI 308 The American Presidency

This course will focus on the emergence and development of the modern presidency as an institution and its role in contemporary politics. The course will emphasize the constitutional background of the office, the evolution of presidential powers, the relationship between the presidency and Congress and the bureaucracy, the presidential election process, and the role of the presidency in policy-making. Three credits.

## PSCI $310 \quad$ U.S. Constitution (same as HIST 3IO)

An analysis of Supreme Court decisions throughout the nation's history affecting the three branches of the national government and federal/state relations. Three credits.

## PSCI 3II Organizational Leadership

A course designed for the purpose of providing the student with an understanding of the theory and practice of organizational leadership. Three credits.

## PSCI 35I Politics and the Media (same as MCOM 35I)

An interdisciplinary introduction to the complex interrelationship between politics and the media as well as between media/politics and all other areas of contemporary life. This course presents principles of politics and the media and trains students to analyze political life, issues, trends and events as they are covered, or not covered, by the news media. Prerequisites: MCOM IOI and MCOM I 30. Three credits.

## PSCI 401 Research Studies in Political Science

Research in Political Science of an instructor approved topic. May be taken as independent study. Three credits.

## PSCI 402 Internship in Political Science

On-the-job working experience in a Political Science-related career field. Three credits.

## PSCI 403 Global Governance and International Organizations

This course examines the role of international organizations and international law in the contemporary global political system. It does so with particular focus on trends of rapid globalization and efforts to set up a means for global governance. Primary attention is devoted to global institutions, particularly the United Nations system. Three credits.

## PSCI 404 Global Human Rights

This course is designed to engage students in both a discussion of the philosophical and legal foundations of global human rights and an analysis of specific-issue areas within the human rights discipline. These issue-areas will be chosen in conjunction with the students, but might include foreign policy, humanitarian law, economic policy, women's rights or children's rights. Three credits.

## PSCI 405 Senior Capstone

The Senior Capstone course is the culmination of the student's political science learning experience. It provides senior majors with an opportunity to demonstrate mastery of the program material by successfully applying what was learned to an instructor-approved project related to the field of study and germane to the student's career interests. Prerequisite: Senior standing. Three credits.
PSCI 495 Topics
A study of selected topics in political science to be published in advance of the semester offered. Three credits.

## PSYCHOLOGY (PSY)

## PSY IOI General Psychology

A basic introduction to psychology with emphasis given to such ideas as measurement, testing, learning, motivation, emotions, attitudes, social influences on behavior, personality, behavior disorders, mental health and psychotherapy. Three credits.

## PSY 207 Quantitative Analyses in Psychology

The course provides students with a basic understanding of how to think critically about quantitative information, including choosing the appropriate analytical techniques, conducting analyses and interpreting findings. Prerequisite: PSY IOI. Three credits.

## PSY $208 \quad$ Research Methods in Psychology

This course introduces students to research methods in psychology. It emphasizes information literacy, scientific inquiry, scientific method, experimental and non-experimental design, ethical considerations and scientific writing. Prerequisite: PSY IOI and either PSY 207 or MATH 207.Three credits.

## PSY $220 \quad$ Child Development

This course focuses on the study of the physical, social, emotional and intellectual development of children from conception through adolescence. Individual differences and developmental issues as they relate to all areas of the child's life will be emphasized. Prerequisite: PSY IOI.Three credits.

## PSY 308 Research Methods in Psychology II

This course focuses on the application of research design and statistical principles. Emphasis is placed on formulating, conducting, analyzing and reporting psychological research, building on the scientific literacy stressed in PSY 208. Prerequisites: PSY 208. Three credits.

## PSY $310 \quad$ Abnormal Psychology

A survey of the description, causes, and treatment of abnormal or maladaptive behaviors. Prerequisite: PSY IOI. Three credits.

## PSY $312 \quad$ Theories of Personality

A critical examination of the major theories, past and present, that have been proposed to explain individual differences in behavior. Prerequisite: PSY IOI.Three credits.

## PSY 322 Adolescent Development

This course provides students with an understanding of the biological, cognitive and socio-emotional changes occurring during adolescence, and factors that may individually influence these changes, such as the family, culture, gender, peer group, media and school. Prerequisite: PSY IOI.Three credits.

## PSY $323 \quad$ Children and the Media (same as MCOM 323)

This course examines the relationship between children and the media. It will look at media consumption and content as they relate to child development, as well as how gender, culture, self-concept, attitudes and behavior influence and are influenced by media exposure. Prerequisite: PSY IOI or MCOM IOI.Three credits.

## PSY $324 \quad$ The Adult Years and the Aging Process

This course is a study of the stages and processes of adult development from young adulthood until death. Developmental theories and research from many disciplines are used to investigate the continuity and change that define the journey of adulthood. Prerequisite: PSY IOI.Three credits.

## PSY $325 \quad$ Psychology in the Classroom

This course applies the principles of psychology and psychological research methods to the teaching and learning processes in the classroom. Theories of learning and motivation as well as strategies for classroom management, effective teaching and student assessment are examined with regards to both children exhibiting "typical" development and children with exceptionalities. Socioeconomic, cultural, ethnic and gender influences also are emphasized. Prerequisite: PSY IOI. Three credits.

## PSY $330 \quad$ Behavior Modification

Learning theories and their application to therapeutic situations are presented. Classical conditioning, operant conditioning, and social learning are presented and applied to clinical settings. Prerequisite: PSY IOI.Three credits.

## PSY $355 \quad$ Social Psychology

An investigation of how individuals interact with each other in varying social contexts, including emphasis on social cognition and social influence. Prerequisite: PSY IOI.Three credits.

## PSY $360 \quad$ Biopsychology

This is a course about the biology of behavior and thought. Topics include perception, sleeping and dreaming, drug action and addiction, neuroplasticity, stress, memory, autism and what happens when sexual differentiation goes wrong. This course also includes an optional field trip to an area cadaver lab to examine human brains. A background in biology is helpful, but not required. Prerequisite: PSY IOI or any class in biology. Three credits.

## PSY 391 Topics in Psychology

Investigation of specific topics or issues within the field of psychology. Prerequisite: PSY IOI.Three credits.

## PSY 401 Psychology Practicum

An opportunity for psychology majors to integrate classroom experiences in applied psychological settings. Prerequisites:Twelve credit hours in psychology. May be repeated once. Three credits.

## PSY 405 Independent Research

An opportunity for psychology majors to work under the direct supervision of a psychology faculty member on a research project within the field of psychology. Prerequisites: PSY IOI and PSY 308. Three credits.

## PSY 4II Foundations of Counseling and Counseling Theories

An introduction to the profession of counseling with emphasis upon relevant personal, situational, ethical and legal aspects of the counseling process, as well as traditional and contemporary theories of counseling. Prerequisite: PSY 101.Three credits.

## PSY $4 I 2 \quad$ Clinical Helping Skills

This course provides an introduction to the basic helping and interviewing skills that apply to a broad range of helping professions. The format of the course emphasizes experiential learning in meeting course objectives. Prerequisite: PSY IOI.Three credits.

## PSY $\quad 413 \quad$ History and Systems of Psychology

This course is a study of the emergence of psychology as science. It emphasizes both continuity and change as psychology has evolved, and provides an overview of the development of schools of thought, prominent figures and key theories of psychology. Prerequisite: PSY IOI. Three credits.

## PSY 423 Social and Personality Development

This course addresses the theory and research related to social and personality development, from infancy to young adulthood. Through readings and discussion, students will examine the complex interplay between nature and nurture with regards to the formation of first attachment relationships and their influence on later social and personality development. Prerequisite: PSY I OI.Three credits.

## PSY $425 \quad$ Psychology, Gender and Culture

This course examines gender and culture drawing examples from the fields of psychology, anthropology, religion and history. Special attention is given to how biological and cultural factors work in concert with our psychological perceptions to shape our definitions of sex/gender and how this impacts our daily lives. Topics include gender identity whether male or female, or other, gender diversity in stereotypes and roles, relationships, sexuality, gendered rituals and gender portrayals in myth and religion. Prerequisite: PSY IOI orWST I00.Three credits.

## PSY $428 \quad$ Children's Thinking

This course focuses on how children perceive, understand and learn about the world. Topics highlighted include language, social cognition, theory of mind, the influence of culture and the importance of play. Prerequisites: PSY IOI and PSY 220. Three credits.

## PSY $430 \quad$ Psychology and Animal Behavior

This upper-division course is intended for students interested in exploring animal behavioral research literature with an emphasis on primates and cetacea (porpoises, dolphins and whales). Prerequisite: PSY I 0 I.Three credits.

## PSY 465 Cross-Cultural Psychology

This upper division course is intended for students interested in exploring how culture affects and interacts with the entire range of psychology and human behavior, from our senses and perception to development, emotions, cognition and learning, etc. Prerequisite: PSY IOI. Three credits.

## PUBLIC HEALTH (PH)

## PH IOI Introduction to Public Health

Public health is the science and art of preventing disease and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. This course provides an introduction to public health concepts and practice by examining the purpose, history, organization, functions and results of public health practice. Three credits.

## PH 202 Global Health

Global health is the study of the biological, social and environmental factors that contribute to the creation and maintenance of health and disease in populations around the world. These factors include infectious disease, nutrition, economic factors, clean water, pollution and globalization, among others. This course will introduce students to the study of global health by exploring these topics in detail. Three credits.

## PH 30I Epidemiology

Epidemiology is the basic science of public health, a discipline responsible for improving health and preventing disease in populations. This course will describe the study designs used to study disease in human populations, including randomized trials and four types of observational studies (cohort, case-control, cross-sectional and ecological) and provide an overview of basic analytic strategies used in public health settings. Prerequisite: MATH 207. Three credits.

## PH $395 \quad$ Public Health Topics

Study of specific topics within the field of Public Health. Three credits.

## PH $490 \quad$ Internship in Public Health

The public health internship provides an opportunity for each student to work in a public health setting in a position that utilizes coursework knowledge and skills. The student will acquire the internship position with approval from the instructor in advance of final registration. Junior/Senior standing, Public Health major/minor, and a minimum GPA of 2.75 required. Three credits.
$\mathrm{PH} \quad 495 \quad$ Topics in Public Health
Studies of specific topics, issues or themes in Public Health. Three credits.

## PH $499 \quad$ Program Implementation in Public Health

This course is designed to serve as a culminating experience for public health majors with an emphasis on experiential learning. Students will integrate concepts and skills from the core public health disciplines in the context of applied public health. Prerequisite: PH 30I. Corequisite:WR 302. Three credits.

## READING EDUCATION (RDG)

## RDG 424 The Diagnostic Teaching of Reading

Training in techniques for evaluation of reading progress, diagnosis of reading difficulties and correction of reading problems. Prerequisite: EDU 324. Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia. Three credits.

## RDG 425 Reading and Writing in the Content Area

This course will examine effective methods of teaching reading and writing within the frameworks of content areas other than language arts. Students will become familiar with the theoretical foundations of teaching reading and writing in content area coursework, as well as have opportunities to apply those theories to their own reading and writing skills improvement. The focus will be on reading and writing principles and practices employed to increase student achievement in the content areas. For their application projects, students will have tutoring experiences with local middle and secondary school students who need tutoring in reading and writing skills. Prerequisite: EDU 301. Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia. Three credits.

## RELIGION (REL)

## REL IOI Introduction to Religious Thought

A wide-ranging study of religious thought and experiences. Both Christian and non-Christian ideas examined. Three credits.

## REL IIO The Global Context of Christian Leadership

This course explores the global context of 21 st century Christian leadership. It examines the challenge of Christian mission and leadership in a post-modern and post-Christian world. Three credits.

## REL II2 Christian Discipleship

This course will focus on the beliefs, attitudes and practices that define Christian discipleship. Drawing upon both film and a variety of types of literature (both fictional and non-fictional), it will consider various possible crossdenominational understandings of what it means to be a Christian, contrasting those that focus on "beliefs" with those that focus on "character" and "practices." Of particular interest will be the distinctive spirituality and morality associated with Christian life. The course will introduce the spiritual or devotional practices (both corporate and personal) by which Christians cultivate their relationship to God and through which Christian identity and character are formed. Finally, the course will look at ways Christians make decisions in relation to significant contemporary moral challenges. Three credits.

## REL 202 World Religions

A study of non-Christian religions, their origins and teachings. Three credits.

## REL $210 \quad$ Introduction to the Hebrew Bible

This course will survey the religious ideas and theological motifs of the Hebrew Bible. Students will be introduced to critical methods of scriptural study as these relate to the origins, development, canonization and meanings of the text. The role of the Hebrew Bible in shaping the devotional, liturgical and moral lives of both Jewish and Christian people today will be considered. Three credits.

## REL 2II Introduction to the New Testament

This course will survey the religious ideas and theological motifs of New Testament. Students will be introduced to critical methods of scriptural study as these relate to the origins, development, canonization and meanings of the text as a document written in the Greco-Roman world of the first century.The role of the New Testament in shaping the devotional, liturgical, and moral lives of Christian people today will be considered. Three credits.

## REL 220 A Survey of Western Christianity

This course will survey a selected number of the major ideas and events in the history of the western churches from the second to the 20th century. The course content will provide familiarity with the central concepts and practices of Christian traditions as well as setting forth the ideas and practices that ground the faith of ordinary Christians through the centuries. Three credits.

## REL $225 \quad$ Christian Social Ethics (same as PHIL 225)

This course explores possible Christian responses to contemporary social problems. Topics include just war and pacifism, poverty and economic justice, sexuality (including homosexuality, abortion and sexism), euthanasia, capital punishment and racism. Three credits.

## REL 25I Christian Spirituality

This course studies the beliefs, attitudes and practices by which Christians seek to cultivate their relationship with God and grow in Christian discipleship. Three credits.

## REL 301 Christian Theology

This course serves as an introduction to Christian Systematic Theology and considers the purpose of and methods for engaging in systematic theological reflection, the nature of God as Trinity, the person and work of Christ (Christology and Soteriology), the work of the Holy Spirit (Pneumatology), the nature and ministry of the Church (Ecclesiology) and Christian Hope (Eschatology). Prerequisite: REL 210 or 211 . Three credits.

## REL 310 Judaism

This course examines basic Jewish beliefs, sacred texts, customs/ceremonies, Holy Days (the Jewish year), as well as the most common issues facing modern day Jews and Judaism. Three credits.

## REL 3II Asian Religion and Philosophy (same as PHIL 3II)

This course examines the major philosophies and religions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and Shinto. Particular attention will be paid to conceptions of self, nature, divinity and ethics. The course examines the ways in which these religions have influenced each other.Three credits.

## REL 312 Islam

This course provides a general introduction to the origins and development of Islam, the principle teachings of the religion's faith, practice, the Islamic legal system (the Shari'a), and the evolution of Islamic sects and intellectual movements to the 21 st century. Three credits.

## REL $320 \quad$ Christian Education

In this course, students examine the educational ministry of the church. Some of the key topics include the teaching style of Jesus, theories of Christian education, the formation of Christian identity and conscience, theories of faith development, leadership development and practical issues related to resources, curriculum and programming. Prerequisite: Any religion course focused on the Christian tradition. Three credits.

## REL $321 \quad$ Church Leadership

This course provides students with a foundation for understanding the ministry of the local congregation and of the leadership issues related to ministry in that setting. It considers biblical and theological understandings of the ministry of the church and of the distinction between clerical and lay ministry. Different forms of church organization, styles of leadership and the decision-making structures in the local church considered. Each student has an opportunity to explore leadership issues of individual interest such as leadership in social or political ministry, the leadership of women, leadership in Black churches, worship leadership, etc. Three credits.

## REL $330 \quad$ Christianity in the United States

This course considers the role and place of Christianity in the public culture of the United States. Topics include historical Christian justification of democracy, the first amendment and "separation of church and state," the theological significance of "America," the emergence of fundamentalism as a political force, contemporary concerns about hostility toward and trivialization of religious belief in public discourse and the media and recent Christian proposals for relating the Christian community to democratic society. Three credits.

## REL 332 Christianity and the African-American Experience

This course examines the interrelationship between Christianity and the unique experience of persons of African descent in the United States. The course focuses on the impact of the slave experience on African-American religion, the development of African-American churches with particular emphasis on the African-American church as a social and political institution and the role of African-American churches in the Civil Rights and Black Power movements. Three credits.

## REL $340 \quad$ Religion and Ecology

This course examines and evaluates the beliefs, attitudes and practices of the major religious traditions as they pertain to human interaction with the natural world. It will help students understand the relation of religion and ecology and to become acquainted with the thought of the best thinkers in this emerging field of study. Prerequisite: Completion of the general education requirements in natural sciences and moral reasoning. Three credits.

## REL 391 Topics in Religion

Selected topics in religion for intensive reading, discussion and writing. Prerequisite: Any I00- or 200-level religion course. Three credits.

## REL 40I Seminar in Religion

An intensive seminar on a current Biblical or theological topic. Prerequisite: Nine credits of religion beyond the 100 level. Three credits.

## REL $421 \quad$ Practicum in Ministry I

In this course, a student serves as an apprentice in ministry at a local church or agency. The course offers students an opportunity to explore, in a practical way, a particular aspect of the ministry of the church while receiving onsite and faculty supervision. Two or three credits.
REL $422 \quad$ Practicum in Ministry II
A continuation of REL 42I. Prerequisite: REL 42I. Two or three credits.

## REL 451 Interdisciplinary Topics

This course is designed to make available areas of study in religion and its relation to other disciplines that are not included in the regular course offerings. It may be taken as an Independent Study. Since the content will vary, this course may be repeated once for credit. Prerequisite: Nine credits in philosophy or religion above the 100 level. Three credits.

## RESEARCH (RSCH)

## RSCH IIO Information Resources for ESL Students

An introduction to the use of print and electronic information resources that are necessary for ESL student success at the college level. The course aims to acquaint those students with best practices for finding, evaluating and utilizing information in proprietary online databases, as well as utilizing Blackboard, MS Office Suite and other online resources at SU. Note:This course is designed specifically for those students for whom English is a second language. Students may not take both RSCH 190 and this course for credit. Three credits.

## RSCH 190 Information Literacy

This course introduces students to a variety of traditional print and electronic information resources including proprietary online databases and specially selected free Internet sites. Students will learn how to develop search strategies for electronic databases and how to critically evaluate the materials found. Additionally, students will learn to use computer mediated communication tools to disseminate information including word processing, presentation and Web page creation software. Please note - bibliographic research is the heart of this course; less than 15 percent of class time will be devoted to software training. Three credits.

## RESPIRATORY CARE (RC)

## RC 305 Foundations of Neonatal and Pediatric Respiratory Care

An in-depth study of neonatal/pediatric anatomy, physiology, growth and development; physical, radiological, laboratory and risk assessment; general principles of management of the sick neonate and child; and special considerations in neonatal/pediatric pharmacology as each applies to respiratory care of the neonatal/pediatric patient. Three credits.

## RC 306 Introduction to Sleep Studies and Neurodiagnostics

The practice of respiratory care is expanding to include the diagnosing and treatment of diseases affecting patients' sleep as well monitoring neuromuscular diseases. This is an introductory course to sleep studies and neurodiagnostics. It provides the student the opportunity to learn how various diseases affect the act of sleep and how this impacts the patient condition. This course provides the student an understanding of how neuromuscular and neurological conditions and diseases are diagnosed and monitored. Two credits.

## RC 3II Neonatal and Pediatric Pulmonary Pathophysiology

An in-depth study of neonatal/pediatric pathophysiology including parenchymal disease, obstructive airway disease, lesions of the lungs and airways, congenital abnormalities, respiratory distress syndrome, apnea disorders, neurological disorders and trauma as each applies to respiratory care of the neonatal/pediatric patient. Three credits.

## RC $318 \quad$ Pulmonary Function Testing

This course focuses on the tests used to diagnose and evaluate respiratory pathophysiology and treatment. A comprehensive study of pulmonary function testing is provided, including a description of common pulmonary function tests, techniques, pathophysiology, blood gas analysis, ventilation, cardiopulmonary exercise tests, equipment and quality assurance. Other topics include metabolic measurements, pediatric pulmonary function testing, disability determination and preoperative evaluation. The student is prepared for the certification examinations for Pulmonary Function Technologist upon successful completion of this course. Four credits.

## RC $\quad 319 \quad$ Cardiac Function and Care

EKG rhythm recognition, as well as recognition of factors that affect cardiac function, are integral to the practice of respiratory care. This course provides students the opportunity to learn how various conditions affect cardiac function, how to recognize the change in cardiac function and to treat these changes. In addition, this course prepares students to obtain their credential in Advanced Cardiac Life Support (ACLS). Four credits.

## RC $320 \quad$ The Neonatal and Pediatric Provider

This course focuses on the methods and modalities used to evaluate respiratory pathophysiology and the treatment of the neonate and pediatric patient. A comprehensive study of neonatal and pediatric care is provided, including a description of common pulmonary diseases, techniques, pathophysiology, blood gas analysis, ventilation and cardiopulmonary function. Other topics include family education for home care and emergency procedures. The student is prepared for the Perinatal/Pediatric Specialty (NPS) credentialing exam upon successful completion of this course. Four credits.
RC $321 \quad$ Techniques of Neonatal and Pediatric Respiratory Care
An in-depth study of the application of respiratory care equipment, procedures and techniques in the management of the neonatal/pediatric patient, including oxygen therapy, humidity/aerosol therapy, chest physiotherapy, airway care, blood gas analysis, cardiopulmonary monitoring and home care. Certification in Neonatal Resuscitation and discussion of ethical and legal concerns is also included. Three credits.

## RC $\quad 351 \quad$ Advanced Techniques in Adult Critical Care

A study of current respiratory care procedures for the critically ill adult patient along with an exploration into newer and experimental techniques. Topics include independent lung ventilation, ECMO , high frequency ventilation, inverse ratio and disease specific ventilatory support. Three credits.

## RC $399 \quad$ Education Practicum I

This course is designed as an introduction to clinical teaching in a respiratory care program. The course includes self-directed study in instructional and evaluation strategies and development of performance objectives. The student performs functions required of a clinical instructor in a respiratory care program. Three credits.

## RC 404 Respiratory Health and Disease I

This course is offered in the first semester of the program. The purpose of this course is to introduce the major cardiopulmonary diseases and their pharmacological interventions. Three credits.

## RC 406 Respiratory Health and Disease II

This course is offered in the second semester and is a continuation of RC 404, Respiratory Health and Disease I. The purpose of this course is to complete the student's knowledge of pulmonary diseases and their pharmacological interventions. Prerequisites: RC 404, RC 4 IO, RC 4 II and RC 4I2. Three credits.

## RC 408 Mechanical Ventilation

This course is a study of the clinical application of mechanical ventilation. It includes the design and operation of common mechanical ventilators and the indications for mechanical ventilation. Monitoring devices, assessment procedures, clinical strategies, weaning methods and potential complications of managing patients on ventilators are also studied. Prerequisites: RC $410, R C 4 I I$ and RC 412 . Corequisites: RC $406, R C 42 I$ and RC 422 . Four credits.

## RC $410 \quad$ Cardiorespiratory Physiology

This course is the foundation of anatomy and physiology of the heart and lungs. It begins with a comprehensive study of the respiratory system including structure and function, pulmonary mechanics, ventilation, oxygenation and acid-base balance. Other topics include cardiac cycle, hemodynamics, fetal circulation and effects of exercise. Three credits.

## RC 4II Methodology of Respiratory Care I

This course serves as the basis for the practice of respiratory care. Topics include infection control, patient assessment, medical gas therapy, humidity and aerosol therapy, hyperinflation therapy, chest physiotherapy, airway management and closed chest drainage. Also included is a physical assessment workshop. Four credits.

## RC $412 \quad$ Applied Respiratory Care I

The application, in the laboratory and clinical setting, of the patient care procedures and equipment covered in RC 4II. Corequisites: RC 404, RC 4 I 0 and RC 4 II . Four credits.

## RC $413 \quad$ Pulmonary Diseases and Treatment

This course focuses on the current pharmacological treatments for diseases of the respiratory system. A comprehensive study of the diseases, etiology and treatment modalities are the focus of this course. Three credits.

## RC $\quad 415 \quad$ Ethics in Practice

This course introduces the health care practitioner to common ethical issues experienced in their practice. This course covers the various theories and principles that currently provide the foundation of ethics as they relate to health care and the practitioner. Three credits.

## RC $416 \quad$ Emergency Preparedness

Emergency preparedness has become the responsibility of all health care providers. This course introduces the student to the many aspects of emergency preparedness on a professional and personal level. It provides the students the opportunity to learn how various conditions and situations affect their practice and personal lives. Three credits.

## RC $420 \quad$ Capstone

This course is offered in the last semester of the BSRC program. It provides students the opportunity to demonstrate their ability to analyze and apply accumulated learning and present creative solutions to requirements presented within the course. Three credits.

## RC $421 \quad$ Methodology of Respiratory Care II

This course is a continuation of RC 4 II and includes the study of cardiopulmonary diagnostics and monitoring techniques, pulmonary rehabilitation and home care and special procedures. Prerequisites: RC $4|0, R C 4| I$ and $R C$ 4I2. Corequisite: RC 422. Three credits.

## RC 422 Applied Respiratory Care II

This course involves the application of procedures and equipment covered in RC 408 and RC 421 in the clinical setting. The accent is on respiratory care for the critically ill patient. Mechanical ventilation airway management, chest drainage systems, patient assessment and cardio-pulmonary instrumentation are covered during clinical rotations. Prerequisites: RC 4IO, RC 4 II and RC 4 I2. Corequisites: RC 408 and RC 42 I. Four credits.

## RC 423 Respiratory Care Seminar

This seminar is directed to the study of topics pertinent to respiratory care. The course introduces concepts of credentialing, continuing education, clinical simulation examinations, grief, death and dying and ethics in the overall health system. Clinical simulations and clinical simulation concepts reviewed are used in the course. Two case studies will be completed by the student. This course is offered in the last semester of the program of study therefore all courses from the previous two semesters are prerequisites for this course. Prerequisites: RC $410, R C$ 411 and RC 4I2.Two credits.

## RC 433 Clinical Practice III

This course involves the application of procedures and equipment covered in RC 408 and RC 421 in the clinical setting. The accent is on respiratory care for the critically ill patient. Mechanical ventilation, airway management, chest drainage systems, patient assessment and cardio-pulmonary instrumentation are covered during clinical rotations. Clinical experience allows the student to independently apply knowledge acquired in didactic, laboratory and clinical exposures. This course is designed to give the student an opportunity to provide patient care within the limits of their previous learning experiences. Decision-making, priority-setting skills and critical thinking skills are enhanced. Didactic time is incorporated into this clinical experience to provide the student with computerized practice for the entry level and advanced practitioner tests offered by the National Board for Respiratory Care. Prerequisites: RC 408 and RC 421 . Four credits.

## RC $439 \quad$ Education Practicum II

This course is designed to introduce the student to preparation, teaching and evaluation in the classroom. The course includes self-directed study in course development, correlation of clinical and classroom instruction, evaluation and lesson planning. Prerequisite: RC 399. Three credits.

## RC $452 \quad$ Cardiopulmonary Instrumentation and Hemodynamics

This course covers hemodynamic monitoring and pulmonary artery catheter anatomy, insertion and use. Topics include the development of hemodynamic profiles for, and monitoring in, acute myocardial infarction, respiratory failure, post-operative cardiac surgery and critical care transport. Three credits.

## RC $485 \quad$ Selected Topics in Respiratory Care

This independent study allows students to investigate selected issues in respiratory care or health care in general under the direction of a respiratory care faculty member. One to three credits.

## SERVICE LEARNING (SRVL)

## SRVL 401 Public Service and Not-for-profit Organizations

This course utilizes service learning as a basis for learning. It is intended to foster a sense of community involvement by undergraduate students with an emphasis on working with populations and the non-profit sector with whom the student may have had little or no interaction. Analysis of the effectiveness of the non-profit with creation of an action plan presented to leaders of the non-profit is central to this course. For each credit hour, at least I5 hours in service in the community is required. One, two or three credits.

## SOCIOLOGY (SOC)

## SOC I01 Introduction to Sociology

Designed to acquaint the student with the general field of sociology, the course surveys sociological concepts, processes and mechanisms of group behavior, the community and its structure, social organization and interaction and culture and personality. Three credits.

## SOC $210 \quad$ Social Problems

An analysis of the major social issues, such as healthcare, poverty, the environment, technology, family, confronting groups and individuals. Three credits.
SOC 25I Marriage and the Family
A course designed to give the student a realistic and comprehensive view of marriage and parenthood. Topics covered include courtship, marriage systems, parent education and family crises. Three credits.

## SOC $295 \quad$ Topics in Society and Culture

Investigation of specific topics or issues in society and culture. Topic focus is preceded by a short course on the basics of human behavior from the sociological perspective. May be repeated for credit when the topic changes. Three credits.

## SOC $310 \quad$ Community Service

Sociology student working in community service to put thoughts into action. Prerequisite: Junior standing as a Sociology major. One credit.

## SOC $312 \quad$ Social Class and Inequality

An examination of the objective and subjective dimensions of inequality in America including class, race, ethnicity and gender. Prerequisite: SOC 101 . Three credits.

## SOC $313 \quad$ Social Interaction

Theoretical and empirical analysis of the relationship between the individual and society with particular emphasis on the formation of self. Emphasis on symbolic interactionism. Three credits.

## SOC $\quad 315 \quad$ Gender Issues

This research-based course examines a number of topics related to sex differences and sex equity. Emphasis placed on historical and contemporary American perspectives. Focus placed on the following topics: biological/ genetic theories, socialization, work, family/relationships, literature and media, religion, cognition, aggression, legal issues and sociological and psychological theories. Three credits.

## SOC 332 Medical Sociology

This course is a survey of the current issues in health and health care in the United States with an emphasis on the social construction of health and illness and on the structural provision of health care. Three credits.

## SOC $334 \quad$ Childhood and Society

The sociology of childhood. A study of society's commitment to children including the role of social institutions that affect childhood experiences. Three credits.

## SOC 336 Political Sociology

A study of political organizations, leadership, participation and action in America. Prerequisite: SOC $10 \mid$ or PSCl 101.Three credits.

## SOC $350 \quad$ Research Methods for the Social Sciences

Systematic survey of research strategies used in the social sciences with an emphasis on the practical applications of research techniques. Prerequisite: MATH 207 or comparable course. Three credits.

## SOC $360 \quad$ Social Theory

Review of classical and contemporary schools of sociological theory. Three credits.

## SOC 395 Topics

Investigation of specific topics or issues in society and culture. Prerequisites: SOC IOI and junior standing. May be repeated for credit when the topic changes. Three credits.

SOC 401 Internship
Internship in the field of sociology. Prerequisites: Senior standing as a Sociology major, 2.5 GPA and permission of the instructor.Three credits.

## SOC 415 Sociology of Religion

A study, using social science methods, of religion as a social institution in America. The focus is the role of religion in society including established religions, tele-evangelism, new religious movements, as well as the process of secularization. Prerequisite: SOC IOI. Three credits.

## SOC 43I Social Movements and Extremism

Effectively organized social movements in America can lead to extensive social change. This course is a survey of the development and effect of non-institutional groups, with an emphasis on religions, cults and extremist political groups in America. Prerequisite: SOC 101 . Three credits.

## SOC 44I Deviant Behavior

Definitions, theories, analysis, and social responses to various forms of deviance in American society. Prerequisite: Six hours of Sociology including SOC IOI.Three credits.

## SOC 45I Violence and Victims

Examination of the role of violence in society. Prerequisite: Six hours in Sociology including SOC IOI.Three credits.

## SOC 475 Sociology Senior Seminar

An integration of the substantive areas of sociology using the sociological perspective. Emphasis on contemporary social issues, the applications of sociology and the critical analysis of our social world. Prerequisite: Senior standing as a Sociology major. Three credits.

## SPANISH (SPAN)

## SPAN IOI Beginning Spanish I

An introductory course for students with little or no previous Spanish. Students will acquire basic skills in listening, speaking, reading, and writing with particular emphasis on conversation. Students learn to function in the language within a limited context of vocabulary and structure. Three credits.

## SPAN 102 Beginning Spanish II

For students with one semester of college Spanish or one to two years of high school Spanish. Students will develop basic skills in listening, speaking, reading, and writing, with particular emphasis on conversation. Students will increase vocabulary, improve comprehension and fluency, learn to narrate past events, and use more complex structures. Prerequisite: SPAN IOI.Three credits.

## SPAN III Beginning Spanish for Health Care Practitioners

An introductory course for students with little or no previous Spanish. Students will acquire basic skills in listening, speaking, reading and writing with particular emphasis on conversation in health care settings and medical vocabulary. Students learn to function in the language within a limited context of vocabulary and structure. Three credits.

## SPAN II2 Beginning Spanish II for Health Care Practitioners

A basic skills course for students with one semester of college Spanish or one to two years of high school Spanish. Students will acquire basic skills in listening, speaking, reading and writing with particular emphasis on conversation in health care settings and medical vocabulary. Prerequisite: SPAN IOI or SPAN III or equivalent competency. Three credits.

## SPAN 20I Intermediate Spanish I

For students with two semesters of college Spanish or two to three years of high school Spanish. Students will increase vocabulary, improve comprehension and fluency, and will be able to carry out all basic language functions. Prerequisite: SPAN IO2 or equivalent. Three credits.

## SPAN 202 Intermediate Spanish II

For students with three semesters of college Spanish or three to four years of high school Spanish. Students will increase vocabulary and improve comprehension and fluency. By the end of the course, students will have been exposed to essentially all of the structure of the language and will be able to follow a conversation between native speakers at normal speed. Prerequisite: SPAN 20I. Three credits.
SPAN 295 Topics
Study of specific topics, issues or themes within the field of Spanish. Three credits.

## SPAN 301 Spanish Conversation

Development of oral expression and fluency with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: SPAN 202 or equivalent. Three credits.

## SPAN 302 Spanish Composition

Development of written expression, with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: SPAN 202 or equivalent. Three credits.

## SPAN 3II Spanish Civilization and Culture

Students study the history, civilization and culture of Spain through extensive readings, videos, writing and class discussion. Prerequisite: SPAN 202 or equivalent. Three credits.

## SPAN $312 \quad$ Latin American Civilization and Culture

History and culture of Latin America from the Encounter to the present day. The course is taught in Spanish. Prerequisite: SPAN 202 or equivalent. Three credits.

## SPAN $315 \quad$ Reading in U.S. Latino Literature and Culture: Chicano/a Narrative

This is an introductory survey course of the major literary works and themes throughout the development of the cultural experience formed from the conflict and confluence of U.S. American and Spanish American cultures U.S. Latino culture. As such, it covers the major literary genres in U.S. Latino/a literature: the essay, epic poetry, lyric poetry, the short story, novel and drama, as well as folk literature. Three credits.

## SPAN $316 \quad$ The Southern Cone

Topics dealing with the geography, history, and culture of the countries of South America's Southern Cone: Argentina, Chile, Uruguay and Paraguay. There will be an overview of the art, literature (prose and poetry) and film. Prerequisite: SPAN 30 I or SPAN 302. Three credits.

## SPAN 320 Survey of Peninsular Literature

This course treats the major movements in the literature of Spain from the Spanish Middle Ages until the present. Students are exposed to the major genres (poetry, narrative, essay and theater) through extensive readings and will become familiar with the greatest writers of Spanish literature. Prerequisite: SPAN 30 I or equivalent. Three credits.

## SPAN 325 Survey of Latin American Literature

This course treats the major movements in Latin American literatures from Pre-Colombian times until the present. Students are exposed to the major genres (poetry, narrative, essay and theater) through extensive readings and will become familiar with the greatest writers of Hispanic literature. Students are expected to discuss, analyze and compare the works studied. Prerequisite: SPAN 30 I or equivalent.Three credits.

## SPAN 330 Introduction to Spanish Linguistics

Study of syntactical, morphological and phonological structure of Spanish and the evolution of the Spanish language from Latin. Prerequisite: SPAN 302 or equivalent. Three credits.

## SPAN 391 Internship in Spanish

A regularly scheduled and supervised weekly activity in connection with a community or volunteer organization, a health facility or a public or private school in which the student is speaking and/or writing Spanish. Prerequisites: Spanish placement at 300-level or higher and permission of instructor. One credit.

## SPAN 392 Internship in Spanish

A regularly scheduled and supervised weekly activity in connection with a community or volunteer organization, a health facility or a public or private school in which the student is speaking and/or writing Spanish. Prerequisites: Spanish placement at 300-level or higher and permission of instructor. Two credits.

## SPAN 393 Internship in Spanish

A regularly scheduled and supervised weekly activity in connection with a community or volunteer organization, a health facility or a public or private school in which the student is speaking and/or writing Spanish. Prerequisites: Spanish placement at 300-level or higher and permission of instructor. Three credits.

## SPAN 403 Topics

Topics dealing with language, literature, culture or pedagogy. Prerequisite: 300-level Spanish course. Three credits.

## SPAN 4II Advanced Oral Spanish

Development of vocabulary, improvement of aural comprehension and strengthening of conversational skills. Prerequisites: SPAN 301 and SPAN 302 or equivalent. Three credits.

## SPAN 412 Advanced Written Spanish

Development of composition skills, with emphasis on acquiring a natural style in Spanish that is free from English influence. Includes study of model essays in Spanish and weekly guided and original compositions. Prerequisite: SPAN 302 or equivalent. Three credits.

## SPAN 430 Senior Seminar and Project

A cross-cultural experience for senior majors that will involve activity in a Spanish-speaking country or a Spanishspeaking community in the United States. The project will require pre-reading and a reflective essay. Prerequisite: SPAN 3 II or SPAN 3I2.Three credits.

## SPAN 440 Second Language Acquisition

A survey of the theories of second language acquisition and a study of techniques of language instruction. Prerequisite: SPAN 330.Three credits.

## SPAN 45I Introduction to Translation

Development of translation skills from English to Spanish and Spanish to English. Uses texts from contemporary materials: newspapers, magazines and government agency reports. Prerequisite: SPAN 302 or equivalent. Three credits.

## SPAN 452 Advanced Spanish Translation

Advanced work in translation from Spanish to English and from English to Spanish of selected texts from diverse fields. Prerequisite: SPAN 45I. Three credits.

## STUDY SKILLS (STSK)

## STSK IOI Study Skills I

This course gives students methods for time management and study skills or success in their university career. Topics covered include how to read, study and review course material, how to take and organize notes, how to study for and take exams, how to organize and write term papers and time management techniques. The goal of this course is to teach the skills needed, not merely for student survival, but for student success and confidence. One credit.

## STSK $103 \quad$ Study Skills II

This course is open to all students who need assistance with improving their grade point average. The class is a requirement for students who are on academic probation or returning after academic suspension. The course is part of a diagnostic-prescriptive program that assists the students with assessing their learning style, study habits, etc. The student and instructor will develop an individual plan for academic success. One credit.

## THEATRE (TH)

## TH IOI Basic Acting

Exercises in acting techniques with the emphasis on truth, powers of observation, and concentration. Beginning elements of script analysis for scene study.Three credits.

## TH 102 Acting Techniques

Advanced study of acting techniques with the emphasis on emotional and physical life for character development. Enrollment limited to theatre majors. Prerequisite:TH IOI.Three credits.

## TH $106 \quad$ Introduction to Acting II

Continuation of TH I I 3. More advanced scene study. Prerequisite:TH I I 3. Two credits.

## TH $107 \quad$ Theatre Appreciation

This course explores the creative elements of theatre as an art form, the collaborative involvement of playwright, director, producer, actor, designer and audience, and the evolution of this art form from the classical period to present day. Three credits.

## TH 108 Improvisation

Exercises in non-scripted and impromptu character work, storytelling and performance utilizing solo and group assignments. Scenarios in this course are selected to improve each actor's confidence and creativity. Enrollment normally limited to Bachelor of Fine Arts in Acting and Theatre for Youth majors. One credit.

## TH III Stage Lighting

An intensive training and lecture course in designing, hanging and operating stage lights with practical experience working on Shenandoah Conservatory theatre productions. Corequisite:THLB II I Stage Lighting Lab. Three credits.

## TH II2 Stage Craft

A training and lecture course in scenic construction, painting and design principles. Practical experience in building sets for Shenandoah University theatre productions. Corequisite:THLB II 2 Stage Craft Lab. Three credits.

## TH II3 Basic Acting for Non-Majors I

Study of stage terminology, theatre games and acting techniques with emphasis on observation, concentration and stimulating the imagination. Script analysis in preparation for scene presentation. Open to students from all curricula. Course is taught with such texts as Stanislavski's An Actor Prepares and Building a Character and Uta Hagen's Respect for Acting. Three credits.

## TH |3| Stage Costuming

A course in designing and constructing stage costumes. Practical experience will be provided in the construction of costumes for Shenandoah University theatre and dance productions. Three credits.

## TH 132 Costume Construction

An advanced course in stage costuming with emphasis on advanced sewing techniques, textiles and finishing techniques. Practical experience will be provided through class projects. Prerequisite:TH I 31. Two credits.

## TH $\quad 133 \quad$ Pattern Drafting

A course in pattern making, including flat patterning and draping techniques. Practical experience will be provided through class projects. Prerequisite:TH I 32. Two credits.

## TH |4I Theatrical Stage Make-up

An introduction to basic stage make-up, covering products, theory and techniques of application. The development of a character make-up design is emphasized through the coverage of contour, corrective and aging techniques. Additional topics include special effects, period, fantasy, and animal make-up. This course includes a laboratory component. Students will be expected to serve on a wardrobe/hair and make-up crew for one production. Three credits.

## TH $149 \quad$ Foundations of General American Speech

This course develops the actor's knowledge of the International Phonetic Alphabet and the application of it for corrective speech and speech for the stage. Three credits.

## TH 20I Scene Study I

Development of the actor through work on scenes and monologues from contemporary naturalistic playwrights to be performed and critiqued in class. Enrollment limited to theatre majors. Prerequisite:TH I 02. Three credits.

## TH 202 Scene Study II

Continued development of the actor through work on scenes and monologues from contemporary naturalistic playwrights to be performed and critiqued in class. Enrollment limited to theatre majors. Prerequisite: TH 20 I. Three credits.

## TH 203 Acting Through Song

An introduction to scene-song integration in musical theatre and the application of acting techniques in musical theatre song. Prerequisite:TH 201. Three credits.

## TH 205 Creative and Process Drama

An introduction and orientation to the study and practice of various methodologies, materials, theories and philosophies used in non-performance, non-exhibited, participant-centered drama; including instructional procedures and practical experience for various populations. Three credits.

## TH 206 Performance Techniques for Theatre for Youth

A study and application of methods, materials, and theories employed in the performance of theatre for youth. Topics may include puppetry, mask, mime, movement, circus and various acting techniques. Prerequisite: TH IOI. Two credits.

## TH 207 Stage Management I

Fundamentals of stage management and production organization, emphasizing responsibilities and requirements for running a production. Students are required to assist in a production. Prerequisite:TH II2.Three credits.

## TH $208 \quad$ Script Analysis

In this course students learn to analyze, compare and contrast dramatic works representing diverse historic periods, construction and themes. Their observations are presented through and supported by written analysis. Prerequisite: TH IOI.Three credits.

## TH 2II Lighting Design

An advanced, in-depth course in lighting design including design for dance, theatrical genres and stages. Prerequisite: TH III.Three credits..

## TH $213 \quad$ Theatre Drawing

Basic drawing techniques and graphic skills for the designer and students interested in drawing. This course utilizes a method of observation and eye-hand coordination that allows even a total novice to achieve realistic representations. Special focus will be given to perspective techniques utilized in theatrical design. Three credits.

## TH $215 \quad$ Scenic Design

Principles of color, line, mass, motion and rhythm along with research and play analysis for the designer. Prerequisite: TH 213 . Three credits.

## TH $217 \quad$ Fundamentals of Theatre Drafting

An in-depth course in linear and scenographic techniques with an emphasis on drafting skills including projects for plays, musicals and operas in proscenium and other stagings. Prerequisite:TH II2.Three credits.

## TH $221 \quad$ Stage Properties

The production, procurement, and running of properties, including evolution and development of atmospheric and sound effects for the stage. History of periods and styles included. Students are required to assist on a production. Prerequisite:TH II2. Three credits.

## TH $225 \quad$ Costume Rendering

Drawing and painting techniques for the costume designer, including figure drawing, fabric rendering and portfolio preparation. Prerequisite:TH 213. Three credits.

## TH 23I Costume Design I

Principles of line, color, texture and visualization of character analysis and relationships and historical research. Prerequisite:TH 213 . Three credits.

## TH $232 \quad$ Costume Design 2

A continuation ofTH 23 I, with emphasis on play analysis and style. Prerequisite:TH 23 I. Three credits.

## TH 24I Advanced Stage Make-up

A course that builds upon techniques taught in TH I4I, Theatrical Stage Make-up. Appropriate for the costume design student as well as any student interested in furthering their make-up skills and knowledge. Course taught through lecture and student application. Topics include mask making, prosthetics, slush casting, wigs and facial hair and special effects. Prerequisite:TH I4I. Three credits.

## TH 25I Voice and Speech for the Actor

This course builds upon the knowledge and skills acquired in TH 149 or MUPP 260 for the advancement and mastery of speaking and vocal support skills for the stage, particularly for heightened language plays. Prerequisite: TH 102 or TH 149. Two credits.

## TH 252 Accents/Dialects

A continuation of TH 25 I with emphasis on regional and international accents in performance. Prerequisite: TH 251.Two credits.

## TH 30I Period Acting Styles I

This course will develop the actor's skills in performing material in a variety of period styles as well as reinforce a foundation of stage movement, mask and mime techniques. Historical and contextual background for different theatre traditions will be included. Enrollment limited to theatre majors. Prerequisite: TH 202 or TH 203. Three credits.

## TH $302 \quad$ Period Acting Styles II

This course will develop the actor's skills in performing commedia dell'arte and the plays of Shakespeare and his contemporaries. Students will learn about the history and contexts of the Elizabethan stage and the influence of Shakespeare on modern and global stages and film. Enrollment limited to theatre majors. Prerequisite: TH 30 I. Three credits.

## TH $305 \quad$ Foundations of Theatre for Youth

A study and orientation to Theatre for Youth, including the history, people, theatres and major trends. Focus will be on directing, production values and literature for Theatre for Youth. Prerequisite: TH IOI.Three credits.

## TH $306 \quad$ Teaching Methods of Theatre

A study of the methods, materials, theories and philosophies employed in the teaching of theatre. Emphasis will be on the teaching of acting for school aged populations. Prerequisite:TH IOI.Three credits.

## TH $307 \quad$ Directing

Analysis of the play from a director's viewpoint. Breakdown of script into dramatic elements. Study of various theatrical styles. Prerequisites:TH IOI,TH III,TH II2 andTH I 3 I. Three credits.

## TH $309 \quad$ Preparation for the Theatre Profession

This course will provide information and strategies for becoming a theatre professional. Major areas of emphasis include audition technique, the theatre business and networking. Prerequisite: TH 202. Three credits.

## TH $310 \quad$ Stage Management II

An advanced, in-depth course in stage management for multiple theatrical genres including theatre, dance and opera. Prerequisite:TH 207. Three credits.

## TH 3II Musical Theatre Styles

An in-depth study and application of methods for singing musical theatre styles. Instruction will consist of lecture, training and discussion of relevant techniques and solutions. Course will cover treatment of vowels, consonants, song authenticity and correct style musically and vocally.Through songs, students will explore various vocal styles found in musical theatre while maintaining vocal health. Prerequisite: Junior standing in the musical theatre curriculum. One credit.

## TH $312 \quad$ Advanced Stage Craft

A course that builds upon the knowledge and techniques ofTH II2 Stage Craft. Advanced areas of technical production are covered including welding, theatrical furniture design and construction, and technical management techniques. Lecture and practical projects are included. Prerequisite:TH II 2. Three credits.

## TH $313 \quad$ Graphic Arts for Design

Emphasis on developing skills in various rendering techniques and visual presentation. Prerequisite:TH 213 . Three credits.

## TH $315 \quad$ Advanced Design for Theatre

A continuation of TH 2 II and TH 215 . This advanced class in scenic and lighting design will cover plays, musicals and opera in proscenium and other stagings. Prerequisites:TH 211 and TH 215. Three credits.

## TH $318 \quad$ CAD for the Stage

Application of two- and three-dimensional graphics programs to solve creative problems in theatre drafting. Prerequisite: TH 217 .Three credits.

## TH $319 \quad$ Computer Rendering

Application of various software programs to solve problems in theatre design. Prerequisites: TH 313 and TH 318 . Three credits.

## TH $320 \quad$ Theatre Sound

Introduction to principles and practices of theatre sound design. Training for position of sound designer for theatre. Principles, practices and equipment used to create finished sound designs for theatre, dance and related areas. Prerequisites:TH III and TH II2.Three credits.

## TH $340 \quad$ Movement for Actors

This course focuses on the relationship of movement to characterization and the need to cultivate physical and emotional relationships in body movement. Students will expand and develop kinesthetic awareness and connect the actor's inner life, imagination and expressive body. Approaches will be selected from a variety of methods, such as Laban, Grotowski, Chekhov, mask work, Tai Chi and yoga to help the student create a relaxed, alert, expressive physical instrument. Prerequisite:TH 102. Two credits.

## TH 34I Stage Combat

A beginning level course in the art and skill of stage combat. This course will focus heavily on safety for the stage. The primary weapons of focus are unarmed stage combat and rapier and dagger. Introduction to other stage weaponry at the discretion of the instructor. Three credits.
TH 35I History of Theatre I
Development of drama, theatre architecture, companies, personalities and styles from antiquity to the Renaissance. Three credits.

## TH $352 \quad$ History of Theatre II

Continuation of TH 35 I from the Renaissance to the present. Prerequisite:TH 35 I Three credits.

## TH $353 \quad$ History of Fashion I

A history of fashion and style from antiquity to the present, especially emphasizing periods of importance to theatrical style and production. Three credits.

## TH $354 \quad$ History of Fashion II

Continued study of the history of fashion and style from antiquity to the present, especially emphasizing periods of importance to theatrical style and production. Three credits.

## TH $355 \quad$ American Musical Theatre I

The history and development of popular musical theatre in the U.S. from colonial times through mid-20th century, including extravaganza, minstrelsy, revue, vaudeville, burlesque, operetta and early musical comedy. Three credits.

## TH $356 \quad$ American Musical Theatre II

The history and development of popular musical theatre in the United States from mid-20th century through the present, including the modern musical comedy, the musical play, the concept musical, the through-sung musical, foreign influences and modern trends. Three credits.

## TH $390 \quad$ Technical Theatre Practicum

In-depth technical production work in a practical laboratory setting for theatrical and dance productions. Prerequisites:TH I I | plus TH II2, orTH I 3 I. One credit.

## TH $399 \quad$ Theatre Production

Participation in major theatrical productions. Audition required. One credit.

## TH 403 Advanced Acting Through Song I

This course builds upon the techniques taught in TH 203, Acting Through Song. Emphasis is placed on contemporary, post Golden-Age repertoire. Students will explore a range of musical theatre scenes from varying styles including concept pieces, thru-sung musicals, and non-realism. Prerequisite:TH 203. Three credits.

## TH $404 \quad$ Advanced Acting Through Song II

A continuation of TH 403 with further work on concept-style scenes and larger group scenes in contemporary musical theatre. This course will serve as the culminating course in the musical theatre training program. Prerequisite:TH 403.Three credits.

## TH 407 Theatre for Youth Directing Workshop I

Students select plays from various periods and styles and, after completing a thorough research of the period, direct a scene from the play or possibly the play itself. Enrollment limited to Theatre for Youth majors. Prerequisite: TH 307. Two credits.

## TH 408 Theatre for Youth Directing Workshop II

Continuation of TH 407. Enrollment limited to Theatre for Youth majors. Prerequisite:TH 407.Two credits.

## TH $413 \quad$ Scenic Art

An advanced course in scene painting techniques, including drops, three-dimensional rendering and acrylic, latex and dye painting. Students will be required to assist on at least one production. Prerequisite:TH 213 . Three credits.

## TH $425 \quad$ Theatre for Youth Production Seminar I

A course for the advanced Theatre for Youth major, students will have assignments designing lesson plans, leading drama sessions or workshops and reporting on readings in the field. There may also be assignments in other areas of educational theatre to be arranged with the instructor and student. Prerequisite: Senior year Theatre for Youth Major. One credit.

## TH 426 Theatre for Youth Production Seminar II

A continuation of TH 425. Prerequisite:TH 425. One credit.

## TH 45I Senior Repertoire and Industry Showcase

A course that focuses on audition repertoire ("the book") preparation and development. Students will expand and polish audition material in a wide variety of styles and periods. The course will culminate in several professional auditions for agents and casting directors in master class format. Required of graduating seniors in the Bachelor of Fine Arts in Musical Theatre and the Bachelor of Fine Arts in Acting curricula. Must be presented only in the academic year of the student's graduation. Two credits.

## TH $490 \quad$ Stage Management Internship I

Practical experience ( 150 hours minimum) in a professional theatrical stage management setting. Prerequisites: All TH requirements through TH 356. Three credits.

## TH 49I Stage Management Internship II

Practical experience ( 150 hours minimum) in a professional theatrical stage management setting. Prerequisites: All TH requirements through TH 356. Three credits.

## TH $495 \quad$ Special Topics

Investigation of a specialized area of knowledge in a class setting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

## TH $498 \quad$ Technical Theatre Thesis

A course for the advanced design major as a culmination design project or assuming a major responsibility such as technical director for a theatre or dance production. This course will help students build their portfolios for entrance into graduate school or going directly into the professional world. Prerequisites: A minimum of two successful completions of TH 399 and a minimum of two successful completions of TH 390. Three credits.
TH 499 Individual Directed Research
A private instruction setting for individual projects in theatre. May be used to fulfill electives only. Project proposal must be approved by the associate dean for undergraduate studies and the chair of the Theatre Division prior to registration. One, two or three credits, dependent upon topic.

## WOMENS STUDIES (WST)

## WST $100 \quad$ Women's Issues Across Perspectives

This course introduces students to the interdisciplinary field of women's studies by exploring feminist theory and women's issues from multiple perspectives. A particular topic is explored through its representation in literature, film and art, as well as from the perspectives of health, history, sociology, politics and/or psychology. Through this cross-perspective approach, students are introduced to feminist approaches to theory and criticism. Three credits.

## WST $200 \quad$ Images of Women in American Film

This course examines the changing images of women in American film from the silent era to the present. Readings, film screenings and discussions will focus on the historical, social and cultural contexts that helped shape the portrayals of women as mothers, wives, workers and sexual beings. The course also examines film genres, narrative techniques and directorial styles. Three credits.

## WST 320 Interdisciplinary Seminar in Women's Studies

This seminar is offered to undergraduate students who are interested in conducting research in the interdisciplinary field of women's studies and who wish to pursue one of the methodological questions raised in feminist scholarship. The course provides students with the opportunity to share their research ideas and lived experiences with each other in a seminar setting. Students will be expected to present their findings in a university or community forum. Prerequisite:WST I 00. Three credits.

## WST $322 \quad$ History of Gender in Advertising (same as MCOM 322)

This course uses advertising to examine the construction of gender from the late 19th century to the present, particularly how advertising has contributed to the meanings we attach to being a man and being a woman in American culture. We take a historical look at how consumer culture has represented and defined the male, the female, the masculine, and the feminine by focusing on the development of significant advertising campaigns and consumption items. We will examine the relationship between major shifts for men and women in the private and public sphere and the depiction of those shifts in advertisements. Throughout the semester, we will relate the old to the new by focusing on persistent patterns of meanings that reoccur in advertisements and what these patterns tell us about the development of particular gendered meanings and gendered norms. Three credits.

## WST 400 Special Topics in Women's Studies

This course provides opportunity for critical reading, discussion and analysis of a selected topic in Women's Studies. The course meets three hours each week with students arriving in class prepared to discuss readings and other assigned learning activities. Topics vary depending on the instructor.Three credits.

## WST $410 \quad$ Supervised Individualized Study

Guided individual study of a particular area or topic in Women's Studies as agreed by the student and instructor. An outline of the proposed study content, learning activities and evaluation methods is submitted to the instructor for approval prior to enrollment. Prerequisite:WST 100. One to three credits.

## WST $420 \quad$ Women and the Holocaust

This course introduces students to the origins and ramifications of the Holocaust with special emphasis on women's experiences during the Holocaust. Drawing on primary sources of women's studies and trauma theory, the course explores the complex interplay of gender, race, nation and global culture in the context of mass murder. No prior knowledge of the Holocaust is necessary.WST IOO is recommended but not required. Three credits.

## WRITING (WR)

## WR Writing Lab

A one-hour lab for those students requiring assistance to improve college-level writing skills. Grade of " S " or " U " only. One pre-college-level credit.

## WR 30I Peer Tutoring in Writing

Course prepares students to become peer writing tutors through the study and application of writing center theory, writing process theory and general theories of learning. Prerequisite: ENG IOI.Three credits.

## WR $302 \quad$ Writing in the Health Professions

Designed to both improve students' writing skills as well as acquaint them with important genres, strategies and styles of writing in medicine, nursing, physical therapy, athletic training and other health professions, this course mixes workshop with lecture and discussion formats and allows student to work (in ethical ways) on writing required by science courses they are currently taking. Three credits.

## BOARD OF TRUSTEES

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Tracy Fitzsimmons, Ph.D., President \&
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Potomac Falls, VA
The Rev. Raymond Wrenn - Winchester,VA

## ADMINISTRATION

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Tracy Fitzsimmons, President; B.A. Princeton University; M.A., Ph.D., Stanford University
Bryon Lee Grigsby, SeniorVice President \& Vice President for Academic Affairs; B.A., Moravian College; M.A.,Wake Forest University; Ph.D., Loyola University Chicago
Mitchell L. Moore,Vice President for Advancement; B.A., University of Richmond; M.P.A., Virginia Commonwealth University

Clarresa Moore Morton,Vice President for Enrollment Management \& Student Success; B.A. Oral Roberts University; M.A. and Ph.D.,Virginia Polytechnic Institute and State University

Richard C. Shickle, Sr., Vice President for Administration and Finance; B.S., Virginia Polytechnic Institute and State University; C.P.A.
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## Administrative Officers

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Christopher A. Bean, Director of Library Services; B.A., University of New Hampshire; M.L.S., University of Rhode Island; M.A., Virginia Polytechnic Institute and State University

Jennifer Bousquet, Director of Foundation Relations; B.A., University of Arkansas; J.D., University of Arkansas at Little Rock

Nancy S. Bragg, Director of Financial Aid; B.S., M.S., Syracuse University
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Leslie B. Davidson, Interim Director of the Division of Occupational Therapy; B.A., Indiana University; M.A., New York University; M.S.Ed., Johns Hopkins University; Ph.D.,Virginia Polytechnic Institute and State University
Miles K. Davis, Dean of the Harry F. Byrd, Jr. School of Business; B.A., Duquesne University; M.A., Bowie State University; Ph.D., The George Washington University
Gene E. Fisher, Director of Physical Plant; B.S., Virginia Polytechnic Institute and State University
Bethany Galipeau-Konate, Director of International Programs; B.S., Northwestern College; M.B.A., Shenandoah University; D.Prof. candidate, Shenandoah University
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Jennifer Green-Flint, Director, Shenandoah Conservatory Arts Academy; B.A., Mary Washington College; M.S., Shenandoah University
John E. Hachtel, Associate Vice President for Marketing and Communications; B.A., University of Delaware; M.A., University of Baltimore
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Anne Marchant, Director ofThe Center for Teaching Excellence; B.A., University of New Hampshire; M.A., Ph.D., University of California
Rick McClendon, Director of Student Engagement; B.S., M.Ed., Western Carolina University
Alan B. McKay, Dean of the Bernard J. Dunn School of Pharmacy; B.S., Mercer University; M.S., Ph.D., University of Mississippi
Anthony A. Miller, Director of the Division of Physician Assistant Studies; A.A.S. Cuyahoga Community College; B.S., University of Akron; Physician Assistant Certificate, Cleveland Clinic Foundation; M.Ed., Cleveland State University; Ph.D. candidate, University ofToledo

Sue O'Driscoll, Director of Residence Life and Student Conduct; B.A., Marist College; M.A., Iona College Jane D. Pittman, Associate Vice President for Alumni Affairs; B.A., Findlay College; M.B.A., Shenandoah University Audrey Robinson, Director of Learning Resources and Services; B.S., Indiana University of Pennsylvania; M.S., Ed.S., Ph.D., Virginia Polytechnic Institute and State University
Amy Sarch, Director of General Education; B.A., State University of New York at Binghamton; M.A., Ph.D., Annenberg School for Communication, University of Pennsylvania
Rose A. Schmieg, Director of the Division of Athletic Training; B.S., West Chester University; M.S., Beaver College; D.H.Sc., University of St. Augustine

Wayne Sealock, Director of Public Safety
Karen Schultz, Director ofThe Center for Public Service and Scholarship; B.A., College of William and Mary; M.B.A., Shenandoah University; Ph.D., Virginia Polytechnic Institute and State University
Jennifer Spataro-Wilson, Director of Career Services; B.A., Campbell University; M.A., West Virginia University
Michael J. Stepniak, Dean of Shenandoah Conservatory; B.A., Atlantic Union College; M.M., New England Conservatory; M.M., Northwestern University; M.M., Peabody Conservatory at Johns Hopkins University; Ed.D., Harvard University Graduate School of Education
John V. Stevens, Director of Auxiliary Services; B.S., Bloomsburg University; M.B.A., Mount Saint Mary's College Ron Stickley, Director, Wilkins Wellness Center; B.S., Eastern Mennonite University; M.S., Shenandoah University Beverly Watson, Director of the Division of Respiratory Care; A.A.S., Northern Virginia Community College; B.S., Kent State University; M.S., Capella University; Ed.D. in progress, Northcentral University
Sherry D.Whitelaw, Director of Student Accounts; B.S., Bridgewater College
Douglas W. Zipp, Director of Intercollegiate Athletics; B.S. Elmira College; M.S., University of Rochester

## FACULTY

This list includes those full-time and part-time faculty members who taught during the 2011-12 academic year and who are expected to continue, and new full-time faculty hired as of May 25, 2012, for the 2012-13 academic year. * Members of the Graduate Faculty are designated by an asterisk (*).The graduate faculty is defined as those members of the full-time and part-time faculty who hold the appropriate terminal degree, or the professional equivalent, and who are to teach graduate courses. Graduate faculty may also teach undergraduate courses.
The undergraduate faculty is defined as those members of the faculty who hold at least a master's degree, or the professional equivalent, and who are assigned to teach undergraduate courses. Most of Shenandoah's undergraduate faculty also hold terminal degrees in their field, however, those designated as undergraduate faculty are not teaching graduate courses.

+ Full-time administrative or staff appointments with part-time teaching assignments are designated by a plus sign (+).
$=$ Faculty members teaching in more than one school or division are designated by an equal sign $(=)$.


## COLLEGE OF ARTS \& SCIENCES

## Academic Leadership

+*Calvin H. Allen, Jr. (2002), Associate Vice President for Academic Affairs, Dean of the College of Arts \& Sciences and Professor, History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington
Beverly Brown Schulke (2003), Associate Dean and Associate Professor, Criminal Justice; B.S., M.A., University of North Dakota; Ph.D., George Washington University

## Full-time Faculty

Tamara Bjelland (20II), Adjunct Instructor, Spanish; B.A., M.A., Ph.D. in progress, University of Virginia
Darren Bly (I997), Assistant Professor, Physics; B.S.,The University of Sussex (United Kingdom); M.S., Ph.D., University of Maryland-Baltimore County
Woodward S. Bousquet (1993), Professor, Environmental Studies and Biology; B.S., Cornell University; M.S., Ph.D., The Ohio State University
Rodney A. Bragdon (2005), Assistant Professor, Psychology; B.S., University of Massachusetts; M.A., Ph.D., University of Mississippi
Michelle L. Brown (2010), Assistant Professor, English; B.S., M.A., James Madison University; Ph.D., University of Maryland
Diep Vu Ca (2005), Associate Professor, Chemistry; B.S., M.S., Vietnam National University (Vietnam); M.E., University of New England (Australia); Ph.D., Miami University
Elizabeth L. Cantwell (20I0), Assistant Professor, Biology; B.A., University ofVirginia; Ph.D., Texas A \& M University Wendy Carlson (2006), Associate Professor, Psychology; B.S., Mary Washington College; M.A., Ph.D., University of Missouri

Mark Sai Leong Chan (20I2), Assistant Professor, Psychology; B.A., Southwestern College; M.A., Ph.D. candidate, University of Kansas
John Copenhaver (I987), Professor, Philosophy and Religion; B.A., Washington and Lee University; M. Div., Fuller Theological Seminary; Ph.D., The Catholic University of America
Kelley Crowley (2011), Assistant Professor, Mass Communications; B.A., Point Park College; M.A., Ph.D., Duquesne University
Gina Daddario (1998), Lin Rong San Chair in Communications and Professor, Mass Communications; B.A., University of North Carolina; M.A., University of Maryland; Ph.D., University of Massachusetts
Bryan J. Davis (20I0), Assistant Professor, Chemistry; B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill
Ann E. Denkler (2002), Associate Professor, History; B.A., M.A., George Mason University; Ph.D., University of Maryland-College Park
Bruce G. Elmore (201 I), Assistant Professor, Kinesiology; B.S.E., S.U.N.Y. College at Cortland; M.S., Ph.D., University of Illinois
William Douglas Enders (2005), Professor,Writing; A.B., University of Michigan; M.A., Ph.D., University of Toledo

Kim Fendley (I995), Associate Professor, Sociology; B.A., George Washington University; M.S., University of Arkansas; Ph.D., University of Kentucky
+Tracy Fitzsimmons (200I), President of Shenandoah University and Professor, Political Science; B.A., Princeton University; M.A., Ph.D., Stanford University
Edward J. Gawrysiak, III (20I2), Assistant Professor, Kinesiology; B.S.Ed., M.Ed., Ph.D., The University of Georgia Jon B. Gettman (2009),Visiting Assistant Professor, Criminal Justice; B.A., The Catholic University of America; M.S., The American University; Ph.D., George Mason University
Audra L. Gollenberg (2010), Assistant Professor, Public Health; B.S., Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts
Paula Grajdeanu (2010), Assistant Professor, Mathematics; B.S., M.S., University of lasi; Ph.D., Durham University +Bryon Lee Grigsby (2008), Senior Vice President \& Vice President for Academic Affairs, Shenandoah University, and Professor, English; B.A., Moravian College; M.A., Wake Forest University; Ph.D., Loyola University Jennifer Gyurisin (201I), Instructor,Writing; B.A., M.A., Hollins University; M.A., Virginia Polytechnical Institute and State University
Sarah A. Hamilton (2009), Instructor, Kinesiology; B.A., Lenoir-Rhyne College; B.S., University of North Carolina; M.S., Clemson University; Ph.D. in progress, Indiana University

Laura Lillian Haubrick (2007), Assistant Professor, Biology; B.S., Indiana University of Pennsylvania; Ph.D., Pennsylvania State University
Julie A. Hofmann (2006), Associate Professor, History; B.A., University of California at Santa Barbara; M.A., Ph.D., Emory University
*Warren R. Hofstra (1977), Stewart Bell Chair in History and Professor, History; B.A., Washington University; M.A., Boston University; Ph.D., University of Virginia
Joanne Jacobs (1983), Associate Professor, English; B.A., Marymount Manhattan College; Ph.D., University of Notre Dame
John T. Jacobs (1974), Professor, English; A.B., Kings College; Ph.D., University of Notre Dame
Geraldine W. Kiefer (2003), Associate Professor, Art; B.A., Kent State; M.A., Oberlin College; Ph.D., Case Western University
Joshua A. Kincaid (2008), Associate Professor, Environmental Studies and Geography; B.S., Frostburg State University; M.A., West Virginia University; Ph.D., University of Georgia
Scott P. King (2010), Assistant Professor, Psychology; B.A., Beloit College; M.A., Ph.D., Loyola University Brett Kite (2007), Assistant Professor, Chemistry; B.S., Ph.D., Virginia Polytechnic Institute and State University *Thomas N. Layne (1967), Professor, Mathematics; B.S. Lynchburg College; M.S., Madison College; Ph.D., Vanderbilt University
Eric Leonard (2003), Henkel Family Endowed Chair in International Affairs and Professor, Political Science; B.S., William Paterson College; M.A., Ph.D., University of Delaware
Ann St. Clair Lesman (199|), Professor, Foreign Languages (Spanish); B.A., Rollins College; M.Ed., Duke University; M.A., Ph.D., University of Maryland
T. Grant Lewis (20I2), Assistant Professor, Outdoor Leadership; B.A., University of Richmond; M.Ed., Georgia College \& State University; Ph.D., University of Minnesota
Brian W. Lipscomb (2008), Assistant Professor, Biology; B.A., University of Kansas, Ph.D., Yale University
+Anne Marchant (20II), Director ofThe Center forTeaching Excellence and Professor, Interdisciplinary Studies; B.A., University of New Hampshire; M.A., Ph.D., University of California

Travis A. Olson (2010), Assistant Professor, Mathematics; B.S., University of Wisconsin; M.S., Ph.D., Colorado State University
Kimberly S. Orrell (2007), Assistant Professor, Biology; B.S., Central Michigan University; M.S., Ph.D., Virginia Polytechnic Institute and State University
Nina Parker (1995), Associate Professor, Biology; B.A., M.S., University of Michigan; Ph.D., Ohio University Bryan R. Pearce-Gonzales (2005), Associate Professor, Foreign Languages; B.A., Radford University; M.A., Ph.D., University of Kentucky
Barry Penn Hollar (1989), Professor, Philosophy and Religion; M.Div., Duke Divinity School; M.A., Duke University; B.A., Ph.D., University of Virginia

Mark Richardson (2010), Assistant Professor,Writing; B.S., Colgate University; M.S., Ph.D., Emory University

Laurel Rodgers (2012), Assistant Professor, Biology; B.S., Sweet Briar College; Ph.D., University of Arizona
Cynthia Schendel (2009), Assistant Professor, Kinesiology; B.A., Ausburg College; M.S., Arizona State University; M.A., San Diego State University; Ed.D., Northern Illinois University
+*Karen Kennedy Schultz (198I), Director ofThe Center for Public Service and Scholarship and Professor, Interdisciplinary Studies; B.A., College of William and Mary; M.B.A., Shenandoah University; Ph.D., Virginia Polytechnic Institute and State University
Petra Schweitzer (2006), Associate Professor, Foreign Languages; B.A., Maximilian University Munich (Germany); M.A., University of Georgia; Ph.D., Emory University
*William Shendow (1984), Professor, Political Science; B.A.,Wake Forest University; M.A., Georgetown University; Ph.D., Virginia Polytechnic Institute and State University
Andrea Smith (2009), Assistant Professor, Foreign Language; B.A., M.T., M.A., University of Virginia
Cindia Stewart (1985), Associate Professor, Mathematics; B.S., Shenandoah University; M.S., Shippensburg University; Ph.D., University of Virginia
Edvard Thorsett (1996), Associate Professor, Mass Communications; B.S., M.A.A., Ph.D., University of Maryland Jason D. Weibel (2010), Assistant Professor, Chemistry; B.S., North Carolina State University; M.S., Wake Forest University; Ph.D., Carnegie Mellon University
Brian J. Wigley (2002), Associate Professor, Kinesiology; B.S., University of Texas at Austin; M.S., Ed.D., Texas A \& M University
Kenneth Wissman (200I),Visiting Assistant Professor, Mathematics; B.A., Alfred University; Specialist Certificate, M.A., Ph.D., A.B.D., University of Pittsburgh
*Laura K. Zimmermann (I998), Professor, Psychology; B.A., Emory University; M.S., Ph.D., University of New Mexico

## Part-time Faculty

Karen Andersen (2004), Instructional Assistant, Biology; B.S., University of California at Los Angeles Kevin L. Anderson (2003), Adjunct Assistant Professor, Kinesiology; B.S.Ed., M.S., George Mason University Carrie Angelone (2005), Instructional Assistant, Biology; B.S., James Madison University
L. Stephen Armstrong (20I0), Adjunct Assistant Professor, Psychology; B.S., M.S., Virginia Commonwealth University; Ed.S., Ed.D., College of William and Mary
Alexander Avni (201I), Adjunct Assistant Professor, Philosophy; B.A., George Washington University; M.A., George Mason University
JenniferT. Bayliss (2004), Adjunct Instructor, Kinesiology; B.S., B.A., Shenandoah University
Edward C. Burks, Jr. (2007), Adjunct Assistant Professor, English; B.A., Washington and Lee University; M.A., University of Virginia; M.A., University of South Alabama
Emily Burner (20I0), Adjunct Instructor, Mass Communications; B.A., Randolph-Macon College; M.S., Syracuse University; D.Prof. in progress, Shenandoah University
Bruce C. Cameron (2008), Adjunct Instructor, Kinesiology and Study Skills; B.A., Concordia College, M.S., West Virginia University
Brian J. Cantwell (201I), Adjunct Assistant Professor, Biology; B.S., Ph.D., Texas A\&M University; M.S., University of Washington
Minna K. Cirino (2009), Adjunct Assistant Professor, Criminal Justice; B.S., University of Florida; M.A., Ph.D., University of Central Florida
Timothy S. Coyne (20I0), Adjunct Assistant Professor, Kinesiology; B.A., University ofVirginia, Charlottesville; J.D., T.C.Williams School of Law, Richmond
+Rhonda VanDyke Colby (2006), Vice President of Student Life and Adjunct Professor, Religion; B.S., James Madison University; M.Div., Wesley Theological Seminary; D.Min., Baptist Theological Seminary
Wendy T. Dorsey (2012), Adjunct Instructor, Psychology; B.S., Pennsylvania State University; M.S., Indiana State University

Barry W. Deuel (I 987), Adjunct Assistant Professor, Kinesiology; B.S., West Virginia University
William D. Duvall (20II), Adjunct Instructor, Mass Communications; B.A., George Mason University; M.S., West Virginia University
Gregory J. Gallagher (2008), Adjunct Assistant Professor, Biology and Chemistry; B.S., Worcester Polytechnic Institute, Ph.D., University of Massachusetts

Daniel L. Garrett (I992), Adjunct Associate Professor, Religion; B.A., University of Virginia; M.Div., Yale Divinity School; D.Min., Wesley Theological Seminary
Evelyn Garver (2005), Adjunct Professor, Writing; B.A., Columbus State University; M.A., University of Houston Michelle Guyant-Holloway (2008), Adjunct Instructor, Kinesiology; B.S., M.P.A., Northern Michigan University Rachael W. Hammond (2007), Adjunct Assistant Professor, English; B.A., University ofVirginia; M.A., James Madison University
+Robert Harris (1994), Adjunct Assistant Professor, Kinesiology; B.S., M.B.A., Shenandoah University
+Karen Hattenback (2006), Adjunct Instructor, Kinesiology; Certified Franchised Jazzercise Instructor
Paul M. Hill (20II), Adjunct Assistant Professor, Psychology; A.S., Corning Community College; B.S., State University of New York at Cortland; M.A., Western Carolina University; Psy.D., University of Hartford
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+Sarah J. Pelster (2004), Adjunct Instructor, Kinesiology; B.S., Missouri Western State College; M.S., Eastern Kentucky University
Leslie K. Peterson (2010), Adjunct Instructor, Criminal justice; Paralegal Certificate, Professional Career
Development Institute; B.S., M.S., University of Phoenix
Jeffrey W. Price (201I), Adjunct Instructor, Environmental Studies; B.S., George Mason University
William P. Roberts (2005), Adjunct Associate Professor, Geology; B.S., University ofTexas at Austin; M.S., Ph.D., The George Washington University
Jeffrey A. Rudy (2008), Adjunct Assistant Professor, English; B.A., M.F.A., University of Pittsburgh; M.F.A., Vermont College
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## HARRY F. BYRD, JR. SCHOOL OF BUSINESS

## Academic Leadership

*Miles K. Davis (200I), Dean and Professor, Management; B.A., Duquesne University; M.A., Bowie State University; Ph.D., George Washington University
*RT Good, III (I995), Associate Dean and Professor, Management, B.A.,Virginia Commonwealth University; M.B.A., Mary Washington College; Ed.D., Nova Southeastern University; AACSB Post-Doctoral Program, University of Florida

## Full-time Faculty

*Robert Bonometti (1999), Byrd Chair in Information Systems and Computer Technology and Professor, Information Systems and Computer Technology; B.S., U.S. Military Academy; M.B.A., Long Island University; M.S., Ph.D., Massachusetts Institute ofTechnology
*Yvonne Chen (2004), Associate Professor, Economics; B.A., M.A., Ph.D., University of Wisconsin
*I. Bogdan Daraban (2007), Associate Professor, Economics; B.S., Polytechnic University (Romania); M.S., Ph.D., Florida State University
*Bruce K. Gouldey (2002), Associate Professor, Finance; B.S., Brown University; Ph.D., University of Pittsburgh *Giles A. Jackson (I992), Associate Professor, Marketing; B.A., Huddersfield Polytechnic (England); Ph.D., Virginia Polytechnic Institute and State University
*Sally Kim (2003); Associate Professor, Marketing; B.A., Ewha Womans University (Korea); M.B.A., Kyung Hee University (Korea); M.S., University of Nevada; Ph.D., George Washington University
*Bingguang Li (2006), Associate Professor, Supply Chain Management and Quantitative Methods; B.S., B.L., M.S., Tianjin University (China); Ph.D., University of Nebraska-Lincoln
*Michael J. Magro (201I), Assistant Professor, Information Systems and Computer Technology; B.S., California State University; M.S., University of Redlands; Ph.D., University of North Texas
*Charles J. Pineno (2004), Lillian Cook Braun Chair in Accounting and Professor, Accounting; M.B.A., University of Scranton; B.S., Ph.D., Pennsylvania State University
Woodrow D. Richardson (2012),Visiting Associate Professor, Management; B.S., Auburn University; M.B.A., Ph.D., University of Arkansas
*Clifford F.Thies (1992), Eldon R. Lindsay Professor of Economics and Finance; B.A., M.B.A., St. John's University; Ph.D., Boston College
*L. Mark Tyree (1987), Yount, Hyde \& Barbour Endowed Chair in Accounting and Professor, Accounting; B.S., M.B.A., Virginia Commonwealth University; C.A.G.S., Ed.D.,The College of William and Mary
*John I. Winn (2005), Associate Professor, Business Law; B.A., Guilford College; L.L.M., Judge Advocate General's School, United States Army; J.D., Campbell University
*James J.Wong (1999), Professor, Marketing and Management; B.S., Ohio University; M.B.A., Western Reserve University; Ph.D., Ohio State University
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## SHENANDOAH CONSERVATORY

## Academic Leadership

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*Thomas R. Albert (I974), Charles A. Levitan Chair in Music Theatre and Professor, Composition and Musical Theatre Direction; A.B., Barton College; M.M., D.M.A., University of Illinois
Gerald Alan Arnett (I997), Christina Halpin Endowed Chair in Dance and Assistant Professor, Dance; B.A., Radford University; M.F.A., Southern Methodist University
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*Steven L. Cooksey (I972), Professor, Organ and Church Music; B.M.E., Evansville College; M.M., Syracuse University; M.B.A., Shenandoah University; Ph.D., Washington University
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*Erica M. Helm (1989), Associate Professor, Dance; B.F.A., University of Hawaii; M.F.A., Southern Methodist University
William J. Ingham (1999), Associate Professor,Theatre; B.A., B.S., Morehead State University; M.F.A., Florida State University
*Byron Jones (1998), Associate Professor,Voice; B.A., University of North Carolina; M.A., University of Massachusetts; M.M., University of Maryland; D.M.A., Shenandoah University
*Karen Keating (1989), Professor, Choral Conducting; B.M., James Madison University; M.M., Hochschule für Musik und Darstellende Kunst "Mozarteum" (Austria); D.M.A., Shenandoah University
*Robert Larson (1982), Harrison Endowed Chair in Piano and Associate Professor, Jazz Piano; B.A., Eastern Washington University; M.A., University of Oregon; D.M.A., Shenandoah University
*Doris Lederer (2004), Associate Professor,Viola and Chamber Music; Diploma, Curtis Institute of Music
DavidT. Little (20I2), Director of Composition and Coordinator of New Music and Assistant Professor, Composition; B.M., Susquehanna University; M.M., University of Michigan; M.F.A., Ph.D., Princeton University *Jeffrey H. Marlatt (2006), Charlotte A. \& Verne E. Collins Endowed Professorship and Associate Professor, Music Education; B.M., Butler University; M.M., Northwestern University; Ph.D., Temple University
*Laurie C. McManus (201 I), Assistant Professor, Music History and Literature; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill
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*Scott A. Nelson (1987), Professor, Trumpet and Conducting; B.M.E., University of Akron; M.M., D.M.A., University of Cincinnati College-Conservatory of Music
*John O'Conor (2007), Distinguished Artist-in-Residence and Professor, Piano; B.M., University College, Dublin; Diploma in Teaching, Diploma in Accompanying, Licentiate of the Royal Academy of Music, London (LRAM); Licentiate of the Royal School of Music (LRSM) in teaching and Associate of the Royal College of Music, London (ARCM) in performing
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Golder O'Neill (1986), Associate Professor, Music Production and Recording Technology; B.M., Berklee College of Music; M.M.E., Shenandoah University
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*Michael J. Rohrbacher (I994), Associate Professor, Music Therapy; B.M., East Carolina University; M.S.Ed., Johns Hopkins University; Ph.D., University of Maryland
*Ryan Romine (2009), Assistant Professor, Bassoon and Music Theory; B.M.Ed., Ohio State University; M.M., D.M.A., Michigan State University
*Medea Namoradze Ruhadze (1993), Associate Professor,Voice; B.M., M.M., D.S.S., Tbilisi State Conservatory, Georgia
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*Robert J. Shafer, Jr. (I983), Artist in Residence and Professor, Choral Conducting; Artist Diploma, Conservatoire Americain (France); B.M., M.M., The Catholic University of America
*Clyde Thomas Shaw (2004), Professor, Cello; B.M., Stetson University; M.M., State University of New York at Binghamton
Jonathan M. Snowden (2012), Professor, Flute; B.M., Guildhall School of Music (London)
Stephanie Standerfer (2008), Associate Professor, Music Education; B.M.E., University of Colorado, Boulder; M.Ed., Ph.D., University of Virginia
*Donovan Stokes (2007), Associate Professor, Double Bass; B.M., Vanderbilt University; M.M., D.M., Indiana University
Daniel B. Tague (2012), Assistant Professor, Music Therapy; B.A.,Texas Tech University; M.M.E., The University of Kansas; Ph.D., The Florida State University
*Akemi Takayama (2007), Victor Brown Chair in Violin and Associate Professor,Violin; Certificate, University of Wyoming; B.M., Toho School of Music; Diploma, M.M., Cleveland Institute of Music
*Damon S. Talley (201I), Director of Bands and Associate Professor, Music; M.M., University of Michigan; B.M., D.M.A., University ofTexas at Austin
*Elizabeth A. Temple (1962), Professor, Piano; B.S., Indiana University of Pennsylvania; M.M., West Virginia University Kirsten Trump (2003), Associate Professor, Theatre; B.F.A., The Catholic University of America; M.F.A.,West Virginia University
*Jan Wagner (2002), Associate Professor, Conducting; Diploma and Korrepetitions Praxis, Academy of Music Hochschule (Austria)
*Wayne Wells (2002), Associate Professor, Trombone; B.M., Peabody Conservatory; M.M., D.M.A., University of Maryland
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Lucy Owen Hoyt (20I0), Adjunct Assistant Professor,Voice; B.M., Westminster Choir College; M.M., James Madison University; D.M.A., The University of North Carolina
Eun Hee Kim (2008), Adjunct Assistant Professor,Voice; B.M., M.M., Ewha Women's University (Korea); M.M., Manhattan School of Music; D.M.A., University of Maryland
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*.J.Thomas Mitts (2002), Auxiliary Adjunct Associate Professor, Theory and Music History; B.M., M.M., Louisiana State University; D.M.A., University of lowa
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J. Michael Sokol (2010), Adjunct Instructor, Music Production and Recording Technology; A.A., Hagerstown Community College
Bridgett Stuckey (2008), Adjunct Associate Professor, Harp; B.S., Ball State University
*Edrie Means Weekly (1995), Auxiliary Adjunct Associate Professor,Voice; B.M., Shenandoah University; M.M., University of Houston
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Elaine Wright (2010), Adjunct Assistant Professor, Piano; B.M., Wayne State University; M.S., Marywood University; M.M., Shenandoah University

Inez A. Wyrick (20I0), Adjunct Instructor, Double Bass; B.S., Texas Technology University
Alphonso Young (1994), Adjunct Assistant Professor, Jazz Percussion; B.M., Shenandoah University; M.M., University of Miami
*William J. Zsembery (2005), Adjunct Associate Professor, Horn; B.A., State University of New York-Fredonia; M.M., Manhattan School of Music

## SCHOOL OF EDUCATION \& HUMAN DEVELOPMENT Academic Leadership

+*Calvin H. Allen, Jr. (2002), Associate Vice President for Academic Affairs, Dean of the College of Arts \& Sciences, Director of the School of Education and Human Development, and Professor, History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

## Full-time Faculty

*Mary S. Bowser ( 1989 ), Professor, Curriculum and Instruction; B.S., M.S., State University of New York, College at Oneonta; Ed.D., University of Virginia
*H. Jurgen Combs (I997), Professor, Curriculum; B.A., M.Ed., North Adams State College; Ed.D., Nova
Southeastern University
*Sarah R. Daniel (201 I), Assistant Professor, Quantitative Methods; B.S., St. Andrews Presbyterian College; M.S., Augusta State University; M.A., Ph.D., University ofTexas at Austin
*Peter Edwards (2006), Professor, Curriculum and Instruction; B.A., B.Ed., University of Western Australia; M.A., Ed.D., University of British Columbia
*Lizabeth England (2006), Professor, Teaching English to Speakers of Other Languages; B.S., University of Rochester; M.S., Nazareth College; Ph.D., University of Illinois
*John R. Goss, III (2004), Professor, Research; B.S., Pennsylvania State University; M.A., Indiana University of Pennsylvania; M.S.Ed., Elmira College; Ph.D., American University
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+Clarresa Moore Morton (2005), Vice President for Enrollment Management and Student Success and Assistant Professor, Education; B.A., Oral Roberts University; M.A., Ph.D., Virginia Polytechnic Institute and State University
*Brenda Murphy (1996), Associate Professor, Teaching English to Speakers of Other Languages; B.M., M.M., Manhattan School of Music; M.S.Ed.-TESOL, Shenandoah University; Ph.D., New York University
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## Part-time Faculty

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## SCHOOL OF HEALTH PROFESSIONS <br> DIVISION OF ATHLETIC TRAINING

## Academic Leadership

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## DIVISION OF OCCUPATIONAL THERAPY

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## DIVISION OF PHYSICAL THERAPY

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## DIVISION OF RESPIRATORY CARE

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## Part-time Faculty

Dierdre L. Hardy (20II), Adjunct Clinical Instructor, Respiratory Care; A.S. Business Administration, A.A.S. Respiratory Care, Prince George's Community College
Cindy Lopez-Jones (201I), Adjunct Clinical Instructor, Respiratory Care; A.A.S., Prince George's Community College; B.S., University of Phoenix
Andrew Mason (201I), Adjunct Clinical Instructor, Respiratory Care; A.A.S., Northern Virginia Community College
Robyn M.B. McGinnis (2009), Adjunct Clinical Instructor, Respiratory Care; A.S., Midlands Technical College; B.S., Clemson University
Jacqueline N. Moyano (2008), Adjunct Clinical Instructor; B.S., Millersville University
Thomas Murphy (1998), Medical Director, Respiratory Care; B.A., B.S., Virginia Polytechnic Institute and State University, M.D., Eastern Virginia Medical School
Sharon K. Simmeth (201I), Adjunct Clinical Instructor, Respiratory Care; Certificat de Langue, Institut Catholique; A.A.S., University of Southern Colorado; B.A., Bowdoin College

## BERNARD J. DUNN SCHOOL OF PHARMACY <br> Academic Leadership

*Alan B. McKay (I995), Dean and Professor, Pharmacy Practice; B.S., Mercer University; M.S., Ph.D., University of Mississippi
*Arthur F. Harralson (2002), Associate Dean for Research and Professor, Pharmacy Practice; B.A., California State University; Pharm.D., University of California
*Scott Stolte (1998), Associate Dean for Academic Affairs and Associate Professor, Pharmacy Practice; Pharm.D., Purdue University

## Full-time Faculty

*Erin Adams (2004), Associate Professor, Pharmacy Practice; Pharm.D., Medical College of Virginia of Virginia Commonwealth University
*Marcia L. Brackbill (200I), Professor, Pharmacy Practice; B.S., Pennsylvania State University; Pharm.D., Campbell University School of Pharmacy
*Jennifer E. Bryant (2006), Associate Professor, Biopharmaceutical Sciences; B.S., Westminster College, Ph.D., Kent State University
H. Christina Chang (2009), Assistant Professor, Pharmacogenomics; B.A., University of Virginia; Pharm.D., Massachusetts College of Pharmacy and Health Sciences
*Jennifer N. Clements (2007), Associate Professor, Pharmacy Practice; Pharm.D., Campbell University
*Wendell L. Combest (I 998), Professor, Biopharmaceutical Sciences; B.S., Southern Methodist University; M.S., Ph.D., University of Arizona
*Thomas M. Ellington (I 997), Associate Professor, Pharmacy Practice; B.S., East Tennessee State University; Pharm.D., Mercer University
Rebecca A. Falter (201I), Assistant Professor, Pharmacogenomics; Pharm.D., Shenandoah University Jeremy R. Fox (2009), Assistant Professor, Pharmacy Practice; Pharm.D., Shenandoah University
*James S. Green (2006), Henry Lawrence DeZeng, Jr. Chair in Pharmacy Informatics and Associate Professor, Pharmacogenomics; B.S., United States Naval Academy; M.S.Ed., Old Dominion University; M.B.A., Pharm. D., Shenandoah University
*Dawn E. Havrda (2003), Professor, Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University ofTexas
*Nina Hengen (2009), Associate Professor, Biopharmaceutical Sciences; M.D., University of Belgrade; Ph.D., University of Texas
*Sarah Parnapy Jawaid (2005), Associate Professor, Pharmacy Practice; Pharm.D., Albany College of Pharmacy
*Tara L. Jenkins (2012), Associate Professor, Biopharmaceutical Sciences; B.S., Ph.D., University of Oklahoma
*Mark S. Johnson (1999), Director of Postgraduate Education and Associate Professor, Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia ofVirginia Commonwealth University
*Robert Kidd (1998), Professor, Biopharmaceutical Sciences; B.S., University of Tennessee; Pharm. D., University of Tennessee Center for Health Sciences; Ph.D.,The Ohio State University Jenny J. Kim (201 I), Assistant Professor, Pharmacogenomics; Pharm.D., University of North Carolina at Chapel Hill Jamie R. Klucken (20I2), Assistant Professor, Pharmacy Practice; B.A., George Fox University; M.B.A., Pharm.D., Idaho State University
Douglas A. Lipton (2012), Assistant Professor, Pharmacy Practice; B.S.,Virginia Commonwealth University; J.D.,The College of William and Mary
*Mitsi Lizer (2005), Associate Professor, Pharmacy Practice; Pharm.D., University of Michigan
*Alla Marks (2004), Associate Professor, Pharmacy Practice; B.S., University of Florida; M.B.A., University of South Florida; Pharm.D., Shenandoah University
*Wallace A. Marsh (2006), Associate Professor, Biopharmaceutical Sciences; M.B.A., M.S.Ed., Nova Southeastern University; B.S., M.S., Ph.D., University ofTexas
*Kelly P. Masters (2004), Associate Professor, Pharmacy Practice; Pharm.D., Medical College of Virginia of Virginia Commonwealth University
Shahrzad Movafagh (2011), Assistant Professor, Pharmacogenomics; B.S., University of Maryland; Pharm.D., University of California San Francisco; Ph.D., Georgetown University
Amanda Munson (2008), Assistant Professor, Pharmacogenomics; B.S., University of Michigan; Ph.D., Georgetown University
*David Newton (1996), Professor, Biopharmaceutical Sciences; A.A., St. Petersburg Junior College; B.S., M.S., Ph.D., University of Florida
*Regina R. Peacock (200I), Associate Professor, Biopharmaceutical Sciences; B.S., Ph.D., University of Georgia Richard J. Pierce (201 I), Assistant Professor, Biopharmaceutical Sciences; B.A., Southern Methodist University; M.E., Ed.D., Texas A \& M University
Michelle Horn Rager (2009), Assistant Professor, Pharmacy Practice; B.A., University of Charlotte; Pharm.D., University of Maryland
*Craig Richard (2003), Associate Professor, Biopharmaceutical Sciences; B.S., University of Massachusetts-Amherst; M.S., Ph.D., Albany Medical College

Emily Scopelliti (2009), Assistant Professor, Pharmacy Practice; B.A., Pharm.D., Wilkes University
Elizabeth A. Sheaffer (I998), Assistant Professor, Pharmacogenomics; B.A., Virginia Polytechnic Institute and State University; M.B.A., Shenandoah University; Ph.D., George Mason University
*Douglas Smith (2000), Associate Professor, Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University of Maryland
Amber R. Wesner (20II), Assistant Professor, Pharmacy Practice; Pharm.D., Shenandoah University

## Part-time Faculty

Fred Davis Chatelain (2005), Adjunct Clinical Assistant Professor, Pharmacy Practice; B.S., University of Texas; M.S., National-Louis University
Susan Cornett (2009), Adjunct Assistant Professor, Pharmacy Practice; B.S., (Zoology), B.S., (Science Education), North Carolina State; B.Pharm, University of North Carolina; Pharm.D., Shenandoah University
Cheryl D. Cropp (1997), Adjunct Assistant Professor, Pharmacy Practice; B.S., University of lowa College of Pharmacy; Pharm.D., University of Kentucky; Ph.D., University of California-San Francisco
Patricia Devine (2010), Adjunct Assistant Professor, Pharmacy Practice; B.S., College of Pharmacy and Health Sciences, Butler University; Pharm.D., Shenandoah University
Stephanie Enz (20I0), Adjunct Assistant Professor, Pharmacy Practice; B.S., Ohio State University; Pharm.D., Shenandoah University
Denise Glasser (1999), Adjunct Assistant Professor, Pharmacy Practice; B.A., William Jewell College; Pharm.D., University of Missouri
Adam B. Gold (2007), Adjunct Assistant Professor, Pharmacy Practice; B.S., Dusquesne University
Lisa Hammond (2012), Adjunct Assistant Professor, Pharmacy Practice; A.D., Adirondack Community College; B.S., State University College at Oneonta; B.S., Massachusetts College of Pharmacy; Pharm.D., University of North Carolina at Chapel Hill
Gretchen L. Johnson (1997), Auxiliary Adjunct Assistant Professor, Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia/Virginia Commonwealth University
Rhonda Koch (2005), Adjunct Associate Professor, Pharmacy Practice; B.A., Simpson College; B.S., Drake University Sarah K. Long (2000), Adjunct Assistant Professor, Pharmacy Practice; B.A., University of Virginia; Pharm.D., Medical College of Virginia/Virginia Commonwealth University
Michael T. Madsen (2007), Adjunct Assistant Professor, Pharmacy Practice; Pharm.D., Shenandoah University B. Todd Martin (2012), Adjunct Assistant Professor, Biopharmaceutical Sciences; A.A.S., New River Community College; B.S., East Tennessee State University; J.D., The University of Memphis; L.L.M., American University Justin D. Miller (20I0), Adjunct Assistant Professor, Biopharmaceutical Sciences; A.A.S., Lord Fairfax Community College; Pharm.D., Shenandoah University
Christina Naumann-Mrizek (20I2), Adjunct Assistant Professor, Pharmacy Practice; B.S., lowa State University Tracey J. Nickola (2006), Auxiliary Adjunct Assistant Professor, Pharmacogenomics; A.A.S., State University of New York-Alfred; B.S., M.S., State University of New York-Fredonia; Ph.D., State University of New York-Buffalo
Angela V. Ockerman (20I0), Adjunct Assistant Professor, Pharmacy Practice; B.S., Butler University; Pharm.D., Shenandoah University
*Renee Ahrens Thomas (20I2), Adjunct Associate Professor, Pharmacy Practice; M.B.A., Pharm.D., Drake University Hillary Wall (2000), Adjunct Assistant Professor, Pharmacy Practice; Pharm.D., University of California at San Francisco
Cynthia C.Winter (200I), Adjunct Instructor, Biopharmaceutical Sciences; B.S., M.A., Marshall University

## UNIVERSITY LIBRARIES

## Academic Leadership

Christopher A. Bean (I989), Director and Senior Librarian ; B.A., University of New Hampshire; M.L.S., University of Rhode Island; M.A., Virginia Polytechnic Institute and State University

## Full-time Faculty

Stacy B. Baggett (2008), Librarian III and Electronic Resources Librarian; B.S., M.B.A., East Carolina University; M.L.S., North Carolina Central University
Denise A. Blake (2002), Librarian II and Health Sciences Librarian; B.S., Auburn University; M.L.S., The Catholic University of America; Ed.D., Shenandoah University
=Rosemary A. Green (1982), Senior Librarian and Graduate Programs Librarian; B.A.,Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)
David L. McKinney (I999), Librarian II and Assistant Librarian for Public Services; B.A., Concord College; M.S.I.S., University ofTennessee
Megan Williams (I996), Librarian II and Assistant Librarian forTechnical Services; B.S.N., University of Maryland; M.S.L.S., The Catholic University of America

## Part-time Faculty

Lucinda Thomas (2000), Librarian I Reference Librarian; B.S., Shippensburg State College; M.S.L.S., Drexel University

## FACULTY EMERITI

Frances Lapp Averitt (I973), Professor Emeritus, Flute; B.M., M.Ed., Auburn University; D.M., Florida State University William E. Averitt (1973), Professor Emeritus, Theory and Composition; B.M., Murray State University; M.M., D.M., Florida State University
John P. Balcer (1972), Professor Emeritus, English; A.B., Middlebury College; M.A., John Carroll University; Ph.D., Kent State University
Brandon H. Beck (1983), Professor Emeritus, History; B.A., Gettysburg College; M.A., University ofVirginia; Ph.D., University of Rochester
Sue Marston Boyd (I970), Professor Emeritus, Piano; B.M.E., Shenandoah University; M.M., University of Cincinnati, College \& Conservatory of Music; D.M.A.,The Catholic University of America
Edward E. Brandt (I98I), Professor Emeritus, Biology; B.A., Southern Illinois University; M.A., Florida State University; Ph.D., University of Sarasota
Verne E. Collins (I958), Professor Emeritus, Arts Management and Business; B.S., Bowling Green University; M.M., Northwestern University; M.B.A., Shenandoah University; Ed.D., University of Michigan
Richard G. Creasey (I993), Professor Emeritus, Education; B.S., Shippensburg University; M.Ed., Ed.D., Pennsylvania State University
Warren E. DeArment (I972), Professor Emeritus, English; A.B., Dickinson College; M.A., Ph.D., University of Pittsburgh
Eugenia Evans (I963), Professor Emeritus, Piano; B.M., M.M. Conservatory of Prague, Czechoslovakia and State Conservatory (Ukraine)
Donna Gullstrand (I977), Professor Emeritus,Voice; B.A., North Central College; M.M., University of Illinois at Urbana Champaign
John W. Happ (1972), Professor Emeritus, Chemistry; B.S., University of Maryland; Ph.D., University of Georgia Ashley Hastings (I995), Professor Emeritus, Teaching English to Speakers of Other Languages; B.A., M.A., Ph.D., Indiana University
Harold Herman (1973), Distinguished Professor Emeritus, Theatre; B.A., Wayne State University
Stephen K. Johnston (1972), Professor Emeritus, Conducting and Clarinet; B.M.E., University of Evansville; M.M., D.M.A., University of Maryland

James H. Laster (I973), Professor Emeritus, Conducting; B.A., Maryville College; M.S.L.S., The Catholic University of America; M.A., Ph.D., George Peabody College for Teachers

Janette Ogg (I976), Professor Emeritus,Voice; A.B., Asbury College; M.M., University of North Carolina at Greensboro; D.M., Florida State University
Daniel A. Pavsek (I992), Professor Emeritus, Economics and Information Systems Technology; A.B., Maryknoll

College; M.A., Cleveland State University; M.S.I.S.T.,The George Washington University; Ph.D., Case Western Reserve University
John D. Proe (1990), Professor Emeritus, Management and Health Care Administration; B.A., The Citadel; M.H.A., Baylor University; Ph.D., University of Iowa
Travis L. Sample (I990), Professor Emeritus, Public Administration; B.S., University of Houston; M.S., Southern Illinois University; M.P.A., D.P.A., University of Southern California
Jackson Sheats (1972), Professor Emeritus, Voice; B.A., Columbia College
Daris L. Small (1972) Professor Emeritus, Nursing; R.N., Kings Daughters Hospital; B.S., Shepherd College; M.S.N., Marymount University; M.S.Ed., Madison College; Ed.D., West Virginia University
Bruce C. Souders (1966), Professor Emeritus, Humanities and University Historian; B.A., Lebanon Valley College; M.Div., United Theological Seminary; M.A., Columbia University

Marion Sung (I974), Professor Emeritus, Music Therapy; B.A.,Taiwan Normal University (Taiwan), M.M.Ed., University of Kansas
Catherine A. Tisinger (199|), Distinguished Professor Emeritus, History/Geography; B.A., The College of Wooster; M.A., Ph.D., University of Pennsylvania

## DEAN EMERITUS

W. Randy Boxx (2004), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and George Edward Durell Professor Emeritus, Management; B.S., M.B.A., University of Southern Mississipppi; Ph.D., University of Arkansas Charlotte A. Collins (1958), Dean Emeritus of Shenandoah Conservatory and Professor Emeritus, Music Education; B.S., Bowling Green State University; M.B.A., Shenandoah University; M.M., Ed.D, University of Michigan

Stanley E. Harrison (1999), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and Professor Emeritus, Business; B.E.E., Ohio State University; M.S., University of New Mexico; Doctor of Science (hon), Shenandoah University; Doctor of Humane Letters (hon), The Ohio State University

## PRESIDENT EMERITUS

James A. Davis (I982), President Emeritus; A.A., Ferrum College; B.A., Randolph-Macon College; M.A.,Virginia Polytechnic Institute \& State University; Ph.D., Florida State University

## 2012-I3 ACADEMIC CALENDAR

2012 FALL SEMESTER

August 15
August 20-24
August 24
August 27
September 3

September 4
October I
October 15-16

October 16
October 29-
November 20
November 1
November 20

December 10 Last day of semester classes
December II-15 Semester examinations

December 15
December 15
December 16-
January 16
December 24-26

November 21-23 Thanksgiving break for students Classes do not meet

November 22-23 Thanksgiving break/Administrative offices closed (Grades due three business days after final exam)
Payment due for 2012 Fal
Faculty meetings
Last day to register to avoid late registration fee
Fall semester classes begin
Labor Day/Administrative offices closed Classes do not meet

Last day to drop or add a course Last day to apply for December degree conferrals

Fall break/Administrative offices open Undergraduate classes do not meet Some graduate classes meet
Midterm grades due by 5 p.m.

Pe-registration for 2013 Spring semester classes International Convocation (2 p.m. classes canceled) Last day to withdraw from a semester course Semester ends/December degree conferrals Payment due for 2013 Spring

Winter break for students
Administrative offices open (unless noted)
Winter break/Administrative offices closed

## *Summer Add/Drop Policy:

The last day to add or drop a course differs for summer term and is based on duration of meeting times. A student is entitled to a full refund on a course when it is dropped prior to the published drop date for the specific course.

- Courses meeting less than one and up to two weeks: Any drop must be prior to the first day of class
- Courses meeting three to four weeks: First day of class and the following business day
- Courses meeting five to six weeks: First day of class and the following two business days
- Courses meeting seven to eight weeks: First day of class and the following three business days
- Courses meeting nine or more weeks: First day of class and the following four business days


## Summer Withdrawal Policy:

A summer course withdrawal is based on the length of the course. For courses running less than two weeks, the withdrawal period is the first day of class and the following business day. For courses running longer than two weeks, a student is able to withdraw prior to the 60 percent point of course completion. Tuition is only prorated if a student withdraws from all summer courses in a term by the 60percent point.

January 1

January 16
January 17
January 21

January 24
March I
March II-I5

March 12
March 25June 28

March 29

April 4

April 15
May I
May 3

May 6-10

May 10

May 11

May 13-17

March 25-April 19 Pre-registration for 2013 summer semester classes (SU \& S2)
May 3 Apple Blossom/Administrative offices closed Classes do not meet
Payment due for 2013/SU Summer I session Classes beginning prior to June 30 2013/SU Summer I begins
*See left Last day to drop or add a Trimester III course
Memorial Day/Administrative offices closed Classes do not meet

Last day to apply for August degree conferrals
June I
June 15

July 4

July 8
August 16
New Year's Day Administrative offices closed

Last day to register to avoid late registration fee Spring semester classes begin

Martin Luther King Service of Remembrance 3 p.m. (3 p.m. classes canceled)
Last day to drop or add a course
Last day to apply for May degree conferrals
Spring break/Administrative offices open
Classes do not meet
Midterm grades due by 5 p.m.

Pre-registration for 2013 Fall semester classes
Good Friday/Administrative offices closed
Classes do not meet
Partnership with Community Day
Student attendance mandatory
No classes until 5 p.m.
Last day to withdraw from a semester course
Last day of semester classes
Apple Blossom/Administrative offices closed Classes do not meet

Semester examinations (Grades due three business days after final $x \times$ am)
Semester ends/May degree conferrals
Commencement rehearsal 3 to $4: 30$ p.m. for all graduating students participating in the commencement service

Baccalaureate service at 7 p.m.
Hooding and pinning ceremonies 9 to II a.m., Commencement ceremony at I:45 p.m.

Faculty assessment week

2013 SUMMER SESSIONS

May 10

May 20

May 27

Payment due for 2013/S2 Summer 2 classes Beginning on or after July I
Independence Day/Administrative offices closed Classes do not meet

2013/S2 Summer 2 session begins
Summer (SU \& S2) classes end

## 2013 SPRING SEMESTER

August degree conferrals
(Grades due three business days after final exam)

# CONTACTING SHENANDOAH UNIVERSITY <br> www.su.edu 

Information/Switchboard

## Admissions

## Support Services

Academic Enrichment Center
Business Office
Financial Aid
Office of Enrollment Management and Student Success

Office of Student Life
Registrar's Office
Residence Life
Security
Student Accounts
Wilkins Wellness Center

## Academic Deans and Directors

Bernard J. Dunn School of Pharmacy
Center for International Programs
College of Arts \& Sciences
Harry F. Byrd, Jr. School of Business
Northern Virginia Campus
Shenandoah Conservatory
School of Education \& Human Development
School of Health Professions:
Division of Athletic Training
Division of Nursing
Division of Occupational Therapy
Division of Physical Therapy
Division of Physician Assistant Studies
Division of Respiratory Care
(540) 665-4500
(800) 432-2266 or (540) 665-458 |
(540) 665-4928
(540) 665-45 14
(540) 665-4538
(540) 665-45 17
(540) 665-4862
(540) 665-5585
(540) 665-46II
(540) 678-4444
(540) 542-65।9
(540) 665-4530
(540) 665-1282
(540) 542-6285
(540) 665-4587
(540) 665-4572
(571) 223-0238
(540) 665-4600
(540) 665-4643
(540) 545-7385
(540) 678-4374
(540) 665-5540
(540) 665-5520
(540) 542-6208
(540) 678-4380


[^0]:    Intermediate Level
    ESL I06 Intermediate Reading and Writing 3
    ESL I08 Intermediate Listening Comprehension 3
    ESL I09 Intermediate Speech Communication 3

    Advanced Level
    ESL 121 Advanced English as a Second Language Composition 3
    ESL 122 Advanced English as a Second Language Speech Communication 3
    ESL 195 Topics 3

[^1]:    *Study abroad is highly encouraged but not required for the minor. Courses taken during the study abroad program may be substituted for core and/or elective courses. Students planning to study abroad should meet with the program director prior to their trip.

[^2]:    Or other three credit approved course by the Program Director
    Total

[^3]:    * Teacher endorsement area requirements may be satisfied through transcript analysis by the Education department faculty. The outcome of this analysis may be possible recommendations for supplementary coursework in order for students to achieve compliance with Virginia Department of Education regulations.

[^4]:    *Teacher endorsement area requirements may be satisfied through transcript analysis by the Education department faculty. The outcome of this analysis may be possible recommendations for supplementary coursework in order for students to achieve compliance with Virginia Department of Education regulations.

[^5]:    Note: Other teacher education licensure programs are available at the graduate level. See graduate catalog for listings and information.

[^6]:    *Minimum grade of "C" required.
    +Sixteen total credits of large and/or small ensemble are required as assigned.

[^7]:    *No grade lower than "C" will be transferred. All course credits for transfer are evaluated on an individual basis. Evaluation of nursing transfer credits will not be completed after July I.

[^8]:    *Denotes a lab/clinical course with three clock hours to one lab/clinical credit hour.

