

UNDERGRADUATE CATALOG 2011-12



SHENANDOAH™
UNIVERSITY

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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.

Northern Virginia Campus

44160 Scholar Plaza, Leesburg, VA 20176
(571) 223-0238
www.su.edu/nvcampus

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.

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 1866 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) 485-1800; www.midwife.org

Federal Law Compliance Annual Disclosure

In compliance with federal law, Shenandoah University makes annual disclosure of the following:

1. Campus Security Report. This report is available on the Shenandoah University Web site and the Department of Public Safety Web site, 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 admissions file in accordance with policies approved by the institution. Shenandoah University admits those applicants who seem to be best qualified to benefit from the educational opportunities offered by the institution.

Shenandoah University's application process offers two options. The Undergraduate Application for Admission is for degree-seeking students and requires a \$30 application fee. The Visiting Student Application for Admission is for non-degree-seeking students interested in special programs, the Center for Lifelong Learning and Education Outreach units or a specific class(es) and requires a \$20 application fee. The Visiting Student Application is available from the Office of the Registrar. The application fees are not credited to tuition and fees 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

Admission of High School Graduates

A candidate for regular admission as a full-time freshman must have a high school diploma and satisfactory scores on either the Scholastic Aptitude Test (SAT) or the American College Testing Program examination (ACT). Applicants should take one of these tests in the spring of their junior year and again at the earliest possible date during the fall of their senior year of high school.

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, minimum, are strongly recommended. Applicants are strongly recommended to indicate community and extra-curricular involvement as well. Other distributions may be appropriate for some curricula and will be evaluated on an individual basis by the Office of Admissions. Conservatory applicants are also required to successfully complete an audition, meeting the specific requirements as outlined in the university's "Audition Guidelines." Copies of 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, particularly for the junior and senior years. Because class rank is a relative factor, it is not considered in the admission decision.

Applicants for admission to Shenandoah University are evaluated in three major areas (four for Conservatory applicants):

1. Previous high school or college records or both
2. Results of the SAT or ACT examination
3. Letter of recommendation
4. 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:

1. 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 by a check or money order payable to Shenandoah University. The application fee is not credited to tuition and fees.
2. Applicants must ask their high school guidance counselor or principal 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.
4. Applicants must submit one letter of recommendation. Recommendations from a teacher or guidance counselor are preferred. However, recommendations from a work supervisor, volunteer supervisor or coach are acceptable.
5. Conservatory Applicants Additional Requirements: Conservatory applicants, except those applicants entering the technical theatre and costume design curricula, must satisfactorily complete an audition 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 and on the Web site 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 non-competitive 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 as soon as possible. A non-refundable application fee of \$30 must be submitted by a check or money order payable to Shenandoah University. The application fee 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.

For additional information, see the heading "Notification of the Admission Decision" in this section.

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 as transfer students.

1. 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 by a check or money order payable to Shenandoah University. The application fee 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. SAT or ACT scores are also required if the applicant has been out of high school less than two years. 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. Conservatory Applicants Additional Requirements: Conservatory applicants, except those applicants entering the technical theatre and costume design curricula, must satisfactorily complete an audition 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 and on the Web site 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 the admissions counselor.

4. Nursing applicants to the Transfer 5-semester Track must successfully pass the Test of Essential Academic Skills (TEAS) exam. Applicants may retake the TEAS exam only once.
5. Respiratory Care applicants 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 done as soon as they are admitted. 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 by a check or money order payable to Shenandoah University. The application fee 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 Student Life Office and the Admissions Evaluation Committee.

Admission of International Students

International applicants must meet the following requirements:

1. 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 check, 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.
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. Conservatory applicants, in selected programs of study, may complete specific audition requirements by submitting an audio or video tape, if travel to the Winchester campus or a regional audition site is not feasible.
5. English Language Proficiency Requirements for Admission
 - A. Regular (Unconditional) Admission of Non-Native English Speakers (NNES) Undergraduate Students

Shenandoah University's English Language Proficiency requirements for unconditional admission of NNES undergraduate students may be satisfied in any one of the

following ways. (The date of taking standardized tests should not be more than 12 months prior to the date of enrollment.)

- a. Test of English as a Foreign Language (TOEFL) paper-based test: score of 527 or higher; Internet-based test score of 71 or higher; computer-based test score of 197 or higher.
- b. The Sakae Institute of Study Abroad (SISA) test score of 527 or higher.
- c. International English Language Testing System (IELTS) minimum overall band score of 6.0.
- d. Successful completion of at least two years of full-time study in a post-secondary institution in an English-speaking country in which English is the language of instruction.

Entering students who meet the Shenandoah University's ESL requirement as outlined above are not required to enroll in ESL courses. However, such students may elect ESL study to improve their English language skills.

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 for at least 6 hours of ESL each semester until they achieve the level of English proficiency required by the program or until they have obtained a grade of "B" or higher in ESL coursework at the 106 level or above.

- a. SISA or TOEFL paper-based test scores of 500 to 526; computer-based test scores of 173 to 195; Internet-based test scores of 61 to 70.
- b. IELTS overall band scores between 5.5 and 6.0.

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

TOEFL Paper/TOEFL IBT/IELTS	ESL credits	coursework credits
397 to 499/30 to 60/3 to 5	12	none
500 to 526/61 to 69/5.5	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-1 student visa. It is important that international students receive their F-1 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 I-20s 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 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. The application must be accompanied by a non-refundable application fee of \$30. The application fee must be submitted by a check or money order payable to Shenandoah University. The application fee 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.

Admission of 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 for admission as visiting students. 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. Students applying for this program must submit the regular application for admission, the non-refundable application fee of \$30, a high school transcript, and the results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT) and one recommendation from a high school guidance counselor or teacher.

Admission After the Junior Year

This program, in which the student enters as a full-time 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.

Admission of Visiting Students

Applicants for admission as 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.

Applicants seeking admission as visiting students fill out 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 by a check or money order payable to Shenandoah University. The application fee is not credited to tuition and fees.

Admission of Center for Lifelong Learning Students

Center for Lifelong Learning applicants apply for admission 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.

Advanced Standing

Applicants for admission who have completed advanced work in high school may apply for advanced standing in certain courses at Shenandoah University. Each case will be considered individually on its merits. The level of advanced standing shall be determined by the department in which advanced standing is requested. Students granted advanced standing are required to enroll in other courses in lieu of courses from which they have been exempted.

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 credit for that coursework. Students must submit official course and 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 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 1) 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:

1. Admission in good standing
2. Admission in conditional standing

Admission in Good Standing

An applicant who presents an acceptable academic record, acceptable test scores, acceptable recommendation, 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 previous 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 a 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.

Notification of Admission Decision

Applicants are usually notified by letter approximately three weeks after their admission file is complete. Admissions decisions may be deferred if an applicant is slightly below the standards for regular admission. The director of undergraduate 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 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 1. Refund requests must be made in writing to the director of undergraduate 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 the proper person send the 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.

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 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 Schedule Adjustment Form received in the Office of the Registrar.

Adding a Course

Courses scheduled for an entire term of 14 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. Not all courses may be repeated.

An attempt is defined as any continued enrollment of a student in a course beyond the add-drop period. Attempts include achieving any final grade in a course or withdrawal from a course.

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.

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 $\frac{2}{3} \times 36$ 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:

1. 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 10-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	3-5	ART 200	3
Art Drawing	3	ART 101	2
Art Drawing	4, 5	ART 101, ART 102	2, 2
Biology	3	BIO 105	4
Biology	4	BIO 121 or BIO 122	4
Biology	5	BIO 121, 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 106	3
Computer Sci AB series	5	ISCT 106 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 101 or ES 105	3
Environmental Sci	4, 5	ES 101, ES 105	3, 4
Government, Am	3	PSCI 201	3
Government, Am	4, 5	PSCI 201, PSCI elective	3, 3
Government, Comparative	3, 4, 5	PSCI elective	3
United States History	3	HIST 104	3
United States History	4, 5	HIST 103, HIST 104	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 201, 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 201, 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 101	2

Physics B	3, 4	PHYS 111	4
Physics B	5	PHYS 111, PHYS 112	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 101, PSY elective	3, 3
Statistics	3, 4, 5	MATH 207	3
Statistics (Business)	4, 5	BA 203	3
Studio Art 2-D	3	ART 101	2
Studio Art 2-D	4, 5	ART 101, ART elective	2, 2
Studio Art 3-D	3	ART 101	2
Studio Art 3-D	4, 5	ART 101, ART elective	2, 2
World History	3	HIST 102	3
World History	4, 5	HIST 101, 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
English A1	5, 6, 7	English 102
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	ECON elective 3 hours
Geography	5, 6, 7	Geography elective 3 hours
History	5, 6, 7	HIST 102
History Americas	5, 6, 7	HIST elective
Islamic History	5, 6, 7	HIST elective 3 hours
Information Technology	5, 6, 7	ISCT 106
Philosophy	5, 6, 7	PHIL 101
Psychology	5, 6, 7	PSY 101
Anthropology	5, 6, 7	ANTH 213
Biology	5, 6, 7	BIO 105
Chemistry	5, 6, 7	CHEM 105
Physics	5, 6, 7	PHYS 105
Design Technology		no credit
Environmental Systems		no credit
Mathematics	5, 6, 7	MATH 100
Computer Science		no credit
Visual Arts	5, 6, 7	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:

IB 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	ES101
General Paper	a,b,c,d,e	no equivalency
Geography	a,b,c,d,e	GEO 101
History	a,b,c,d,e	HIST 102
Mathematics		
S1 or S2	a,b,c,d,e	MATH 207
P1	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 101
Thinking Skills	a,b,c,d,e	no equivalency
Sociology	a,b,c,d,e	SOC 101
Art/Design	a,b,c,d,e	ART 101
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	a,b,c,d,e	SPAN 202
French Language	a,b,c,d,e	FR 202
German Language	a,b,c,d,e	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 college-level 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
<i>Composition and Literature</i>			
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
<i>Social Sciences and History</i>			
American Government	50	3	PSCI 201
U.S. History I	50	3	HIST 103
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 101
Western Civ I	50	3	HIST 101
Western Civ II	50	3	HIST 102
<i>Foreign Languages</i>			
French, Level 1	50	6	FR 101, 102
French, Level 2	59	12	FR 101, 102, 201, 202
German, Level 1	50	6	GER 101, 102
German, Level 2	60	6	GER 201, 202
Spanish, Level 1	50	6	SPAN 101, 102
Spanish, Level 2	63	6	SPAN 201, 202
<i>Science and Math</i>			
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 101
College Alg-Trig	50	6	MATH 101, 102
College Math	50	3	MATH 100
Natural Sciences	50	4	SCI elective
Trigonometry+	50	3	MATH 102
<i>Business</i>			
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. 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 are not permitted to apply requirements from two different catalogs, nor may they 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:

1. 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.
 - 1) Students may elect multiple major/degree programs but these may not overlap by more than nine credit hours.
 - 2) Minors may not overlap a major/degree program or additional minors by more than six credit hours.
 - 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 Schopick, Director of General Education

Henkel Hall, Room 218, (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 scientific world domain, in which students may take a maximum of eight credits.
- Students must complete ENG 101 or its equivalent and an Oral Communication class (these courses will fulfill the Domain 1 requirement).
- First-time, first-year students must complete the FYS 101 course (this will fulfill the Domain 7 requirement).
- Students must complete a minimum of thirty general education credits.

Program Goals

Shenandoah University's general education program targets eight primary areas that the faculty and students have identified as essential to productive citizenry: 1) critical thinking; 2) effective communication; 3) artistic expression; 4) quantitative literacy; 5) scientific literacy; 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:

1. 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:

1. 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:

1. 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:

1. 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:

1. 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.

Scientific Literacy

Definition: Scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity.

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

1. Ask, find or determine answers to questions derived from curiosity about everyday experiences;
2. Describe, explain and predict natural phenomena;
3. Read with understanding articles about science in the popular press so that one can engage in assessment about the validity of the conclusions;

4. Identify scientific issues underlying national and local decisions and express positions that are scientifically and technologically informed;
5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it; and
6. Pose and evaluate arguments based on evidence and apply conclusions from such arguments appropriately.

(A portion of these objectives reprinted with permission from the National Science Education Standards © 1996 by the National Academy of Sciences, Courtesy of the National Academies Press, Washington, D.C.)

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:

1. Identify the moral relevance of specific behaviors, policies and/or issues;
2. Display recognition of the way foundational moral and ethical principles grounded in philosophical or religious worldviews shape moral perception and discernment;
3. Identify the way different religious and philosophical or cultural perspectives shape moral perceptions and discernment;
4. Articulate reasons for a course of action consistent with one's personal moral values; and
5. 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:

1. Identify the biological, physiological, historical and/or social underpinnings of human behavior;

2. Understand how individuals and/or society develops physically, cognitively, 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 21st 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, scientific literacy, 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 scientific literacy domain (in which students may take a maximum of eight credits).

Requirements

Domain	Credits
1) Effective Communication (EC) (Every student must complete ENG 101 or its equivalent and an Oral Communication course)	6-9
2) Artistic Expression (AX)	3-6
3) Quantitative Literacy (QL)	3-6
4) Scientific Literacy (SL)	3-8
5) Moral Reasoning (MR)	3-6
6) The Individual in Society (IS)	3-6

7) The Individual in the World (IW)
 (Every first-time, first-year student must complete FYS 101)
 Total General Education Credits

3-6

30 credit minimum

General Education Course Approvals*

Domain 1: Effective Communication (6-9)

(Three credits must be from both the Written and Oral Communication sections; every student must complete ENG 101 or its equivalent)

Written Communication Courses

Course	Title	Credit Hours
ENG 101	Composition	3
ENG 201	Advanced Essay	3

Oral Communication Courses

Course	Title	Credit Hours
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	Music in Therapy	2
MUTH 321	Standards of Clinical Practice	2
PSY 360	Biopsychology	3
SOC 210	Social Problems	3
TH 101	Basic Acting	3
TH 102	Acting Techniques	3
TH 113	Basic Acting for Non-Majors	3
TH 251	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
AE 101	Applied Elective Study	1
AE 102	Applied Elective Study	2
APCP 105	Basic Piano and Keyboard Harmony Skills 1	1
APCP 106	Basic Piano and Keyboard Harmony Skills 2	1
ART 200	Art Appreciation	3
ART 216	American Art	3
DAPE 113	Modern Dance 1	1
DAPE 114	Modern Dance 2	1
DAPE 120	Foundations of Ballet Technique	3
DAPE 123	Ballet 1	1
DAPE 124	Ballet 2	1
DAPE 133	Jazz 1	1
DAPE 134	Jazz 2	1
DAPE 135	Tap 1	1
DAPE 136	Tap 2	1
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	1
MULT 203	History of Western Music I	2
MULT 225	Introduction to Rock Music	3
MULT 275	Survey of Western Music	3
MULT 411	Piano Literature I	2
MULT 432	Jazz History	2
MUPP 233	Voice Class	1
MUPP 320	Guitar Class	1
TH 208	Script Analysis	3
TH 351	History of Theatre I	3
TH 352	History of Theater 2	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: Scientific Literacy (3-8)

Course	Title	Credit Hours
BIO 105	The Natural World	4
BIO 121	General Biology I	4
BIO 122	General Biology II	4
BIO 231	Human Anatomy and Physiology I	4
BIO 232	Human Anatomy and Physiology II	4
BIO 365/HIST 365	Diseases in History	3
CHEM 105	Chemistry and Society	4
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
ES 101	Introduction to Environmental Studies	3
ES 105	Field Natural History	4

GEO 101	Physical Geography	3
GEOL 201	Geology	4
PHYS 103	Acoustics	3
PHYS 105	Physical Universe	4
PHYS 111	College Physics I	4
PHYS 121	General Physics I	4

Domain 5: Moral Reasoning (3-6)

Course	Title	Credit Hours
AMST/ENG 310	American Autobiography	3
EC 340	Moral Foundations of Free Enterprise	3
HP 317	Spirituality in Patient Care	3
HP 451	Bioethics for Health Care Professionals	3
KIN 342	Ethics in Sport	3
MCOM 211	Media Ethics	3
PHIL 101	Introduction to Philosophy	3
PHIL 120	History of Western Philosophy	3
PHIL 130	Introduction to Medical Ethics	3
PHIL 150	Ethics and Society	3
PHIL/REL 225	Christian Social Ethics	3
PHIL/REL 311	Asian Religion and Philosophy	3
PHIL 320	Aesthetics	3
PHIL 331	Philosophy of Nonviolence	3
PSCI 311	Organizational Leadership	3
REL 101	Introduction to Religious Thought	3
REL 110	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 211	Introduction to the New Testament	3
REL 251	Christian Spirituality	3
REL 332	Christianity and the African-American Experience	3

Domain 6: The Individual in Society (3-6)

Course	Title	Credit Hours
AMST 340	The 1960'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 103	United States History I	3
HIST 104	United States History II	3
HIST 111	Thinking Historically	3
HIST 201	Historical Research	3
HIST 301	Historical Thought and Interpretation	3
KIN 350	Sport and Exercise Psychology	3
MULT 203	History of Western Music I	2
MULT 204	History of Western Music 2	2.5
MUTH 331	Psychology of Music	2
PSCI 101	Introduction to Political Science	3
PSCI 201	American Government	3
PSCI 202	State and Local Government	3

PSCI 303	American Foreign Policy	3
PSCI 310	U. S. Constitution	3
PSCI 311	Organizational Leadership	3
PSY 101	General Psychology	3
SOC 101	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 101)

Course	Title	Credit Hours
DA 471	History and Philosophy of Dance I	3
ENG 235	Ancient World Literature	3
FR 101	Beginning French I	3
FR 102	Beginning French II	3
FR 201	Intermediate French I	3
FR 202	Intermediate French II	3
FYS 101	Going Global: First-Year Seminar	3
GEO 202	Human Geography	3
GER 101	Beginning German I	3
GER 102	Beginning German II	3
GER 201	Intermediate German I	3
GER 202	Intermediate German II	3
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
MUEN 372	World Music Ensemble	1
MULT 275	Survey of Western Music	3
MULT 361	Survey of World Music: South Asia/Middle East/Europe	1
MULT 362	Survey of World Music: Sub-Saharan Africa/Caribbean	1
MULT 363	Survey of World Music: The Americas	1
MULT 364	Survey of World Music: Central, East and Southeast Asia	1
PHIL/REL 225	Christian Social Ethics	3
PHIL/REL 311	Asian Religion and Philosophy	3
PHIL 331	Philosophy of Nonviolence	3
PSCI 204	Introduction to International Politics	3
PSCI 207	Communism, Fascism and Democracy	3
PSCI 209	Introduction to Comparative Politics	3
REL 101	Introduction to Religious Thought	3
REL 110	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 211	Introduction to the New Testament	3
REL 220	Survey of Western Christianity	3
REL 332	Christianity and the African-American Experience	3
SPAN 101	Beginning Spanish I	3
SPAN 102	Beginning Spanish II	3
SPAN 112	Beginning Spanish for Health Care Practitioners	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3

SPAN 301	Spanish Conversation	3
SPAN 302	Spanish Composition	3
TH 351	History of Theatre I	3
TH 352	History of Theatre 2	3
TH 355	American Musical Theatre I	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.

Time Limit

A full-time student should complete the degree requirements within six 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 re-admission 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 the former and present school deans. 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.

No more than 30 semester hours accumulated as a visiting student may be counted toward a 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	Credit Hours Earned
Freshman	0.00 - 23.99
Sophomore	24.00 - 53.99
Junior	54.00 - 83.99
Senior	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.

<u>Grade</u>	<u>Description</u>	<u>Percent</u>	<u>Grade Value</u>	<u>Credits Included in GPA (Hours Graded)</u>	<u>Credits Earned</u>
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
U	Unsatisfactory Work		0.0	No	No
I	Incomplete		0.0	No	No
IR	Incomplete Research		0.0	No	No
AU	Audit		0.0	No	No
NC	No Credit Course		0.0	No	No
P	Passed		0.0	No	Yes
PH	Passed with Honors		0.0	No	Yes
TR	Transferred		0.0	No	Yes

Students must officially withdraw from a class or from school to receive a grade of "W."

The grade of "P" or "PH" is available only in approved internship, dissertation and practicum classes.

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 "I" (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".

The incomplete notation "IR" is only allowed for graduate student dissertations, thesis, research projects, or clinicals. An IR notation does not require the contractual arrangement necessary for students receiving an incomplete "I".

Grade Changes: The instructor of a course is the only person authorized to change a grade and may do so only with approval of the school dean. Grade change forms are available from school deans. 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.

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 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:

1. 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:

- 1. 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 #1.

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 *	Minimum Cumulative GPA
1.00 - 23.99	1.6
24.00 - 35.99	1.7
36.00 - 47.99	1.8
48.00 - 59.99	1.9
60.00 and above	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. Students remaining on probation for two consecutive terms may be subject to academic suspension.

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

1. 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:

1. 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. Shenandoah University does not distribute official degrees at the commencement ceremony. Diplomas will be mailed to the address provided by the student within six to eight weeks after graduation, as long as the student has met all necessary obligations and requirements.
4. 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.
5. 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.

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 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 that 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 1974, 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.

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 1, 1975;
- 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: 1) 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: 1) 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 SU 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: 1-800-USA-LEARN (1-800-872-5327)

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.)

Record of Requests for Disclosure

Shenandoah University will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be re-disclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student and the parents, if they have been granted consent to review by the student.

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 18 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 21 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 email, 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/2008-4/120908a.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 1990. 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

1. 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

1. 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 150-minute 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 1. 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 of Trustees 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 1. 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:
 1. 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:
 1. 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 ("I") 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 1. 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 ('I'), 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 1. 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 #1) 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 Code Violation form (form #1) 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 #1) 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 #1) 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 10 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 1 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:

- 1. 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 1, 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 1, 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 I. 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:

1. 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

1. 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 10 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

1. 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.
11. 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 1 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 1, 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 1. 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 graduate-level 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 choose 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.

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 investigate 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 where 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, 2011, and spring-term charges are due in full on or before December 15, 2011, unless the student chooses to apply for the Shenandoah University Payment Plan. Students and/or parents must complete a Payment Plan application by July 1 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 2012-13 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 2011-12

Tuition: New Students

Full-time Student (12-18 credit hours)	\$13,320/term
Part-time Student (1 to 11.5 credit hours)	\$775/credit
Overload (Credits in excess of 18 credit hours)	\$775/credit
Audited Courses	\$265/credit

Tuition: Returning Students

Full-time Student (12-18 credit hours)	\$12,825/term
Part-time Student (1 to 11.5 credit hours)	\$748/credit
Overload (Credits in excess of 18 credit hours)	\$748/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)	\$500/term
Applied Music Lessons	
Major (one-hour) Lesson	\$375/course
Minor (one-half-hour) Lesson	\$250/course
Elective Major (one hour) Lesson	\$550/course
Elective Minor (one half-hour) Lesson	\$300/course

Studio Recording Fees	
MUPP 162 Recording Systems Studio Time (.5 credit)	\$387
MUPP 361 Digital and Advanced Studio Time (.5 credit)	\$387
MUPP 471 Music Production 1 Studio Time (1 credit)	\$775
MUPP 472 Music Production 2 Studio Time (1 credit)	\$775
NCLEX Review (N-407)	\$350

Residence Halls

Room and Board/19-Meal Plan	\$4,475/term
Room and Board/15-Meal Plan	\$4,325/term
Room and Board/10-Meal Plan	\$4,075/term
Private 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 Web site (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 1. Applications are available online at www.su.edu/admission by selecting Student Accounts and then Payment Information. The SU Payment Plan, offered per term, consists of four equal payments due the 15th of each month. Fall term payments are due August 15 through November 15 and spring term payments are due December 15 through March 15. 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 1. Refund requests must be made in writing to the director of admissions.

Room Lottery Deposit: \$100

Returning residential students are required to remit a Room Lottery Deposit by April 15. Upon receipt of the Room Lottery Deposit, a room reservation will be made on a space-available 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 (\$115): 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.

Refund Policy Administrative 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): 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 \$500 per term.

The university does not operate a campus bank for students. Students are urged to open a checking account with a local bank. Bank ATMs are located in the university's student center and outside the university book store.

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 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. The Office of Student Accounts will prorate tuition 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:

$$\frac{\text{Number of days completed}}{\text{Number of days in semester}} = \text{the percent of semester completed}$$

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. 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 1 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.ed.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 director of financial aid has received the FAFSA and the Virginia Tuition Assistance Grant Application (see above), the director 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 "I" 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 full-time (i.e., 75 percent for 3/4 time; 50 percent for 1/2 time) or fail to maintain the following minimum cumulative grade point averages:

Credit Hours Graded*	Minimum Cumulative GPA
1.00 - 23.99	1.6
24.00 - 35.99	1.7
36.00 - 47.99	1.8
48.00 - 59.99	1.9
60.00 and above	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 150 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 prior to repayment of the loan 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 disbursement 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 Web site 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: These grants are awarded to students with demonstrated exceptional need. The amounts vary from year to year, depending on the student's situation and funding availability.

Conservatory Talent Award: The Conservatory Talent Award 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 Talent Award 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 addition to 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. An SU 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 of Title 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 15 weeks, then the Return of Title 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:

1. Determination of date of withdrawal and percentage of payment period attended by the student.
2. Calculation of amount of Title 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.

VETERANS 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 Departments of Veterans Affairs and the Department of Defense. Students wishing to use their veteran's benefits while pursuing their educational goals must:

1. Apply for their benefits using the Veterans Online Application (VONAPP) at <http://www.gibill.va.gov/>
2. Apply for admission to SU
3. Apply for financial aid to help with costs not covered by VA benefits

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.

For additional information, please contact the Registrar's Office at (540) 665-5585 or by e-mail to registrar@su.edu and ask to speak with a 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 and credit loads, to the VA, so that benefit payments may be disbursed.

Once the student has applied for benefits using VONAPP, it may take up to 12 weeks to receive the Certificate of Eligibility, a copy of which needs to be submitted to the Registrar's Office in order to certify the student online.

Once VA benefits have been granted, as long as the student maintains full-time enrollment, Enrollment Certifications will be automatically updated 30 days prior to the start of a new semester. Full-time undergraduate enrollment is defined as a minimum academic student load of 12 credit hours per semester and a maximum load of 18 credit hours per semester (18.5 credit hours per semester for Conservatory students). Part-time undergraduate enrollment is defined as any academic student load under 12 credit hours per semester.

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, Gregory Hall Room 153, (540) 665-4791, cschende@su.edu

Salli Hamilton, ABD, Gregory Hall Room 156, (540) 665-6524, shamilton2@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 machine-readable 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. 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 Graduation and Graduation Clearance Forms

- 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.)

- International student forms (I-20, etc.)

- 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, 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 veterans 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 the 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

Global & Community Education

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

COLLEGE OF ARTS & SCIENCES

Calvin H. Allen, Dean
Gregory Hall, Room 157, (540) 665-4587
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.

1. 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

1. 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 one-hour 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. 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 pre-law 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 18 baccalaureate majors and 19 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 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.

American Studies (B.A.)

John Jacobs, Professor of English

Gregory Hall, Room 207, (540) 665-4597

Admission to the Bachelor of Arts in American Studies was temporarily suspended for 2011. The program is under review, and no applications are being accepted at this time.

Biology (B.S.)

Laura Haubrick, Assistant Professor of Biology
Gregory Hall, Room 113, (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 student's 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 191, BIO 192, BIO 491, BIO 492, CHEM 491, CHEM 492, ES 390, ES 421, 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 111 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 121 (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 331 Biochemistry I
ES 101 Introduction to Environmental Studies
ES 421 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

1st year – Fall

BIO	121	General Biology I (Gen Ed Domain 4)	4
ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Elective	3
		Foreign Language (Arts and Sciences requirement)	3
		Total	16

1st year – Spring

BIO	122	General Biology II (Gen Ed Domain 4)	4
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 3	3
		Elective	3
		Total	16

2nd year – Fall

CHEM	121	General Chemistry I	4
BIO		Elective 200 level or higher	
		(can be taken any semester after freshman year)	4
BIO		Elective (Biotechniques elective)	3
		Foreign Language (Arts & Science requirement)	3
		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	191	Introduction to Biology Research	3
BIO	321	Ecology	4
CHEM		Elective 200 level or higher	
		(can be taken any semester after completing CHEM 122)	4
BIO	312	Genetics	4
		Total	15

3rd year – Spring

CHEM	Elective 200 level or higher	4
	Gen Ed Domain 5	3
	Gen Ed Domain I (Oral Communication)	3
	Elective	3
	Elective	3
	Total	16

4th year – Fall

BIO	Elective	3
	Elective	3
	Elective	3
	Elective	3
	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**1st year – Fall**

BIO 121	General Biology I (Gen Ed Domain 4)	4
	Gen Ed Elective	3
	Foreign Language (Arts & Sciences requirement)	3
ENG 101	Composition (Gen Ed Domain 1)	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
	Total	16

1st year – Spring

BIO 122	General Biology II (Gen Ed Domain 4)	4
ENG 102	Introduction to Literature (Gen Ed Domain 2)	3
MATH 207	Introduction to Statistics (Gen Ed Domain 3)	3
PSY 101	General Psychology (Gen Ed 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 231	Human Anatomy and Physiology I	4
BIO	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	331	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
		Gen Ed Domain 5	3
		Gen Ed Domain I (Oral Communication)	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**1st year – Fall**

BIO	121	General Biology I (Gen Ed Domain 4)	4
ENG	101	Composition (Gen Ed Domain 1)	3
MATH	201	Calculus and Analytic Geometry I (Gen Ed Domain 3)	5
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	18

1st year – Spring

BIO	122	General Biology II (Gen Ed Domain 4)	4
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
MATH	202	Calculus and Analytic Geometry II (Gen Ed Domain 3)	5
PSY	101	General Psychology (Gen Ed 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
		Gen Ed Domain 5	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	17

2nd year – Spring

CHEM	122	General Chemistry II	4
BIO	231	Human Anatomy and Physiology	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	4
		Total	15

3rd year – Spring

CHEM	302	Organic Chemistry II	4
PSY	220	Child Development	3
		Elective	3
		Elective	3
		Gen Ed Domain I (Oral Communication)	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**1st year – Fall**

BIO	121	General Biology I (Gen Ed Domain 4)	4
ENG	101	Composition	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
MATH	201	Calculus and Analytic Geometry I (Gen Ed Domain 3)	5
		Foreign Language (Arts & Sciences requirement)	3
		Total	18

1st year – Spring

BIO	122	General Biology II (Gen Ed Domain 4)	4
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
MATH	202	Calculus and Analytic Geometry II (Gen Ed Domain 3)	5
PSY	101	General Psychology	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	18

2nd year – Fall

CHEM	121	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 102 (Arts & Sciences requirement)	3
		Gen Ed Domain 5	3
		Total	14

3rd year – Fall

CHEM	301	Organic Chemistry I	4
BIO	312	Genetics	4
BIO	191	Introduction to Biology Research	3
BIO	201	Medical Terminology	3
		Total	14

3rd year – Spring

CHEM	302	Organic Chemistry II	4
BIO	351	Vertebrate Zoology	4
PSY	220	Child Development	3
		Gen Ed Domain I (Oral Communication)	3
		Total	14

4th year – Fall

BIO		Elective (Biotechniques)	3
BIO		Elective	4
PHYS	111		
	or		
PHYS	121		4
		Elective	3
		Elective	3
		Total	17

4th year – Spring

BIO	409	Cell Biology	4
PHYS	112		
	or		
PHYS	122		3
		Elective	3-4
		Elective	3-4
		Total	13-15

Biology – Secondary Education**1st year - Fall**

BIO	121	General Biology I (Gen Ed Domain 4)	4
ENG	101	Composition	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Elective	3
		Total	16

1st year – Spring

BIO	122	General Biology II (Gen Ed Domain 4)	4
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 3	3
		Elective	3
		Total	16

2nd year – Fall

CHEM	121	General Chemistry I	4
BIO	325	Animal Behavior	
	or		
BIO	342	Plant Taxonomy	4
BIO		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	351	Vertebrate Zoology	
	or		
BIO	344	Plant Morphology	4
		Gen Ed Domain 5	3
		Gen Ed Domain I (Oral Communication)	3
		Elective	3
		Total	17

3rd year – Spring

CHEM	311	Instrumental Analysis	4
BIO	351	Vertebrate Zoology	
	or		
BIO	344	Plant Morphology	4
		Foreign Language 202 (Arts & Sciences Core)	3
		Gen Ed Domain 5	3
		Gen Ed Domain/Elective	1
		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 210, (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		
PHYS 121	General Physics I	4
	Total	53

Chemistry majors are strongly encouraged to take the following courses to complement their program:

MATH 202 Calculus and Analytic Geometry II, PHYS 112 College Physics II or PHYS 122 General Physics II, CHEM 311 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**1st year – Fall**

CHEM	121	General Chemistry I (Gen Ed Domain 4)	4
MATH	101	Precalculus I (Gen Ed Domain 3)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences Requirement)	3
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
		Total	16

1st year – Spring

CHEM	122	General Chemistry II (Gen Ed Domain 4)	4
MATH	102	Precalculus II (Gen Ed Domain 3)	3
ENG	101	Composition (Gen Ed Domain 1)	3
		Foreign Language (Arts & Sciences Requirement)	3
		Total	13

2nd year – Fall

MATH	201	Calculus and Analytic Geometry I	5
CHEM	211	Analytical Chemistry	4
PHYS	111	College Physics I	4
	or		
PHYS	121	General Physics I (Gen Ed Domain 2)	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
		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 – Fall

CHEM	321	Physical Chemistry I	4
		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	14-15

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
SOC 101	Introduction to Sociology	3
CJ 201	Introduction to the Criminal Justice System	3
MATH 207	Introduction to Statistics	3
SOC 300	Statistical Package for the Social Sciences (SPSS)	1
CJ 343	Law for the Criminal Justice Professional	3
SOC 350	Research Methods for the Social Sciences	3
CJ 477	Issues in Administration of Justice	3
Choose two of the following:		6
CJ 321	Policing and Law Enforcement	
CJ 322	The Courts	
CJ 323	Corrections	
(The third from this list may be used as one of the four electives from the following list.)		
Choose four of the following (at least one at the 400 level):		12
CJ 261	Juvenile Delinquency	
CJ 295	Topics in Criminal Justice	
CJ 305	Criminal Theory	
CJ 335	Women and Crime	
CJ 401	Internship	
CJ 495	Topics in Criminal Justice	
CJ 499	Guided Independent Study	
SOC 312	Social Class and Inequality	
SOC 431	Social Movements and Extremism	
SOC 441	Deviant Behavior	
SOC 451	Violence and Victims	
PSY 310	Abnormal Psychology	
Total		37

Courses Required for the Criminal Justice Minor

SOC 101	Introduction to Sociology	3
CJ 201	Introduction to the Criminal Justice System	3
CJ 343	Law for the Criminal Justice Professional	3
Three of the following:		9
CJ 261	Juvenile Delinquency	
CJ 305	Criminal Theory	
CJ 321	Policing and Law Enforcement	

CJ	322	The Courts	
CJ	323	Correction	
CJ	335	Women and Crime	
CJ	477	Issues in Administration of Justice	
CJ	495	Topics in Criminal Justice	
CJ	499	Guided Independent Study	
		Total	18

Criminal Justice

1st year – Fall

FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
ENG	101	Composition (Gen Ed Domain 1)	3
CJ	201	Introduction to Criminal Justice System	3
		Foreign Language (Arts & Science requirement)	3
		Total	15

1st year – Spring

SOC	101	Introduction to Sociology (Gen Ed Domain 6)	3
CJ		Elective	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 4	4
		Gen Ed Domain 2	3
		Total	16

2nd year – Fall

CJ	321	Policing and Law Enforcement	
	or		
CJ	322	The Courts	
	or		
CJ	323	Corrections	3
		Foreign Language (Arts & Sciences requirement)	3
	or		
CJ		Elective	3
		Introductory class for Minor	3
		Gen Ed Domain 5	3
		Total	15

2nd year – Spring

CJ		Elective	3
CJ		Elective	3
		Foreign Language (Arts & Sciences requirement)	3
	or		
		Elective for Minor	
		Gen Ed Domain/Elective	3
		Gen Ed Domain/Elective	3
		Total	15

3rd year – Fall

CJ	343	Law for CJ Professional	3
SOC	300	Statistical Package for the Social Sciences (SPSS)	1
SOC	350	Research Methods	3
		Gen Ed Domain/Elective	3
		Required Course for Minor	3
		Elective Course for Minor	3
		Total	16

3rd year – Spring

		Gen Ed Domain/Elective	3
CJ		Elective	3
		Elective for Minor	3
		Elective	3
CJ		Elective (Internship suggested)	3
		Total	15

4th year – Fall

		Course for Minor	3-4
CJ	321	Policing and Law Enforcement	
	or		
CJ	322	The Courts	
or			
CJ	323	Corrections	3
CJ		Elective	3
		Elective	3
		Elective	3
		Total	15-16

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	3
	English electives from the 300-level, including at least one course each in fiction, drama and poetry; one course in literature, creative writing, art, music or theater at the 200-level may be used in partial fulfillment of these requirements.	21
	Total	39

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		
ENG 235	Ancient World Literature	3
	English electives from the 300-level	12
	Total	18

English

1st year – Fall		
ENG 101	Composition (Gen Ed Domain 1)	3
	Foreign Language (Arts & Sciences requirement)	3
	Gen Ed Domain 3	3-5
	Gen Ed Domain 6	
or		
	Elective	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
	Total	15-17

1st year – Spring

ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 4	3-4
		Gen Ed Domain 6	3
		Elective	3
		Total	15-16

2nd year – Fall

ENG	213	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 Elective	3
		Gen Ed Domain 5	3
		Total	15

2nd year – Spring

ENG	201	Advanced Essay	
	or		
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 Literature	
	or		
ENG	213	Literature in Critical Perspectives	3
ENG		Elective (300 level genre)	3
		Gen Ed Domain/Elective	3
ENG		Elective	
	or		
		Elective for Minor	3
		Elective/Elective for Minor	3
		Total	15

3rd year – Spring

ENG	209	Research Writing in English	
	or		
ENG	201	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.

Intermediate Level

ESL 106	Intermediate Reading and Writing	3
ESL 108	Intermediate Listening Comprehension	3
ESL 109	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

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 121	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 341	Introduction to Public History	3

Or another approved course at the 200-level or above

Two content-oriented courses selected from the list below:

PSCI 201	U.S. Federal Government	3
PSCI 202	State and Local Government	3
BIO 325	Animal Behavior	4
BIO 344	Plant Morphology	4
BIO 351	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
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Collateral Recommendations:

MATH 207	Introduction to Statistics	3
MCOM 150	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, 15-20 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

1st year - Fall

ES	101	Introduction to Environmental Studies	3
BIO	121	General Biology I (Gen Ed Domain 4)	4
ENG	101	Composition (Gen Ed Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Total	16

1st year – Spring

BIO	122	General Biology II (Gen Ed Domain 4)	4
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
	or		
		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	341	Introduction to Public History	3
		Foreign Language (Arts & Sciences requirement)	3
MATH	207	Introduction to Statistics	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
		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	15-18

Courses Required for the Environmental Studies Minor

Course		Title	Credit Hours
ES	101	Introduction to Environmental Studies	3
ES	105	Field Natural History	4
	or		
BIO	321	Ecology	4
ES	319	Environmental Policy and Programs	3
	or		
ES	419	Community and Regional Studies	4
		Electives chosen from the required courses and electives listed above for the environmental studies major.	7-8
		Total	17-19

French (Minor)

Petra Schweitzer, Assistant Professor of French and German
Henkel Hall, Room 213, (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

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 21st 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 301	Historical Thought and Interpretation		3
PSCI 301	History of Western Political Philosophy I		3
	or		
PSCI 302	History of Western Political Philosophy II		3
HIST 495	Senior Seminar		3
	Electives in History (300 level or above)		18
	Total		39

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

Course	Title		Credit Hours
GEO 101	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 101	Introduction to Environmental Studies		3
HIST 350	Virginia History		3
HIST 381	British History		3
HIST 391	Asian History		3
HIST 445	Renaissance and Reformation		3
	or		
SPAN 312	Latin American Civilization and Culture		3
PSCI 201	American Government		3
PSCI 202	State and Local Government		3
PSCI 209	Introduction to Comparative Government		3

PSCI	301	History of Western Political Philosophy I	3
PSCI	302	History of Western Political Philosophy II	3
PSCI	310	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

Note: All History Majors are required to meet the History Major Core requirements. Designated History courses required for Secondary Teacher Licensure will satisfy the 18 hours of History electives in the History Major Core.

Courses Required for the History Minor

Course	Title	Credit Hours
HIST 101	World Civilizations I	3
HIST 102	World Civilizations II	3
HIST 103	United States I	3
HIST 104	United States II	3
	Electives in History (200-level or above)	6
	Total	18

History

1st year – Fall

ENG 101	Composition (Gen Ed Domain I)	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
HIST	Core (100 level course) (Gen Ed Domain 7)	3
	Foreign Language (Arts & Sciences requirement)	3
	Total	12

1st year – Spring

	Gen Ed Domain I (Oral Comm.)	3
	Gen Ed Domain 2 or 3	3-5
	Gen Ed Domain 4 or 5	3-4
HIST	Core (100 level course)	3
	Foreign Language (Arts & Sciences requirement)	3
	Total	15-18

2nd year – Fall

HIST	Core (100 level course)	3
	Foreign 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	15-18

2nd year – Spring

HIST		Core (100 level course)	3
		Foreign Language (Arts & Sciences requirement)	
	or		
		Gen Ed Elective	3
PSCI	301	History of Western Political Philosophy I (Gen Ed Domain 5)	
	or		
PSCI	302	History of Western Political Philosophy II (Gen Ed Domain 5)	
	or		
		Elective	3
		Elective	3
		Elective	3-4
		Total	15-16

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	15

3rd year – Spring

HIST		Elective (300 level course)	3
PSCI	301	History of Western Political Philosophy I (Gen Ed Domain 5)	
	or		
PSCI	302	History of Western Political Philosophy II (Gen Ed Domain 5)	
	or		
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Total	15

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	15

4th year – Spring

HIST	495	Seminar in Historical Studies	3
HIST		Elective (300 level course)	3
		Elective	3
		Elective	3
		Elective	3
		Total	15

Students are encouraged to take either HIST 101 and HIST 102 or HIST 103 and HIST 104 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

1st year – Fall

ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
HIST		Elective (100 level course) (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	12

1st year – Spring

		Gen Ed Domain 1 (Oral Comm.)	3
HIST		Elective (100 level course) (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 2	
	or		
ES	101	Introduction to Environmental Studies	3
PSY	101	General Psychology	3
		Total	15

2nd year – Fall

HIST		Elective (100 level course) (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	
	or		
		Gen Ed Domain 5	3
		Gen Ed Domain 2	
	or		
ES	101	Introduction to Environmental Studies	3
PSY	220	Child Development	3
EC	211	Principles of Macroeconomics	3
		Total	15

2nd year – Spring

HIST		Elective (100 level course) (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	
	or		
EC	212	Principles of Microeconomics	3
		Gen Ed Domain 3	3
PSCI	301	History of Western 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	Virginia History	
	or		
HIST	445	Renaissance and Reformation	3
		Total	18

3rd year – Fall

HIST	391	Asian History	
	or		
HIST	350	Virginia History	
	or		
HIST	445	Renaissance and Reformation	
	or		
HIST		Elective (300 level course)	3
GEO		Elective	3
PSCI		Elective	3
PSCI		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	
	or		
HIST	350	Virginia History	
	or		
HIST	445	Renaissance and Reformation	
	or		
HIST		Elective (300 level course)	3
EDU	344	Methods and Management in Middle and Secondary Schools	3
PSCI	301	History of Western Political Philosophy I	
	or		
PSCI	302	History of Western Political Philosophy II	3
PSCI		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	3
HIST	391	Asian History	
	or		
HIST	350	Virginia History	
	or		
HIST	445	Renaissance and Reformation	
	or		
HIST		Elective (300 level course)	3
PSCI		Elective	3
GEO		Elective	3
		Elective (Upper Division)	3
		Total	15

4th year – Spring

HIST	495	Senior Seminar	3
EDU	441	Student Teaching in Middle and Secondary Schools	9
		Total	12

Students are encouraged to take either HIST 101 and HIST 102 or HIST 103 and HIST 104 in the same year, as these courses are sequential. HIST 301 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 II 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 103, HIST 104 sequence prior to enrollment in this program. Students must take HIST 341: Introduction to Public History (3 credits), complete a 3-credit hour internship and take a minimum of 12 credits from the following courses:*

Course		Title	Credit Hours
Interdisciplinary – choose two:			
MCOM	205	Introduction to Public Relations	3
PSCI	102	Introduction to Public Administration	3
PSCI	205	Introduction to Public Policy	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

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
PSCI	204	Introduction to International Politics	3
	or		
PSCI	209	Introduction to Comparative Politics	3
GEO	202	Human Geography	3
FR	301	French Conversation	3
	or		
SPAN	301	Spanish Conversation	3
	or		
Third year competency in another modern foreign language			
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	371	Modern European History	3
HIST	381	British History	3
HIST	391	Asian History	3
PSCI	403	Global Governance and International Organizations	3
PSCI	404	Global Human Rights	3
REL	311	Asian Religion and Philosophy	3
REL	312	Islam	3
SPAN	311	Spanish Civilization and Culture	3
SPAN	312	Latin American Civilization and Culture	3
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

**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.*

Kinesiology (B.S.)

Brian Wigley, Associate Professor of Kinesiology
 Gregory Hall, Room 154, (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	1
KIN 190	Introduction to Kinesiology	3
KIN 191	First Aid and CPR	1

Activity Course (one of the following activity courses):

KIN 106	Aerobics	
KIN 110	Weight Training and Jogging	1

Field Experience (one of the following field experiences):

KIN 401	Internship in Sports Medicine	6
KIN 498	Internship in Sports Administration	6
AT 581/582	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)

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	Statistics and Data Analysis in Business	3
BA	211	Principles of Accounting I	3
BA	212	Principles of Accounting II	3
BA	307	Introduction to Management and Organizational Behavior	3
EC	211	Principles of Macroeconomics	3
EC	212	Principles of Microeconomics	3
		Emphasis hours	33

Exercise Science Emphasis

Course		Title	Credit Hours
BIOL	231	Human Anatomy and Physiology I	4
BIOL	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	Fitness Program Administration	3
KIN	340	Practicum in Exercise Science	1
KIN	352	Sports Nutrition	3
KIN	381	Biomechanics	3
KIN	384	Physiology of Exercise	4
KIN	387	Principles of Strength and Conditioning	3
KIN	401	Certification in Exercise Science	2
		Emphasis hours	30

General Kinesiology Emphasis

Course		Title	Credit Hours
KIN	252	Personal and Community Health	3
KIN	370	Measurement and Evaluation in Physical Education	3
or			
MATH	207	Introduction to Statistics	3
KIN	284	Fitness Program Administration	3
KIN	384	Physiology of Exercise	4
BIOL	231	Human Anatomy and Physiology I	4
BIOL	232	Human Anatomy and Physiology II	4
KIN		300- or 400-level	6
		Emphasis hours	27

Kinesiology – Sports Management**1st year – Fall**

ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
KIN	190	Introduction to Kinesiology	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	15

1st year – Spring

ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Gen Ed Domain 4	3-4
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3

KIN		Elective	3
		Total	15-16

2nd year – Fall

BA	203	Statistics and Data Analysis for Business (Gen Ed 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	1
KIN		Activity	1
		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 (Gen Ed Domain 5)	3
		Elective (300 level)	3
		Total	15

3rd year – Fall

KIN	350	Sport and Exercise Psychology (Gen Ed 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	Introduction to Marketing	3
		Elective (300 level)	3
		Elective	3
		Total	15

Exercise Science**1st year – Fall**

ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
KIN	190	Introduction to Kinesiology	3
		Elective	3
		Total	15

1st year – Spring

ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
KIN	101	Lifetime Fitness and Wellness	1
KIN	106	Aerobics	
	or		
KIN	110	Weight Training and Jogging	1
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
PSY	101	General Psychology (Gen Ed Domain 6)	3
		Elective	3
		Total	14

2nd year – Fall

BIO	231	Human Anatomy and Physiology I (Gen Ed Domain 4)	4
PSY		Elective	3
		Foreign Language (Arts & Sciences requirement)	3
		Elective	3
		Elective	3
		Total	16

2nd year – Spring

BIO	232	Human Anatomy and Physiology II	4
KIN	387	Principles of Strength and Conditioning	3
		Foreign Language (Arts & Sciences requirement)	3
		Elective	3
		Elective	3
		Total	16

3rd year – Fall

KIN	384	Exercise Physiology	4
KIN	340	Practicum in Sports Medicine	1
KIN	350	Sport and Exercise Psychology	3
		Elective	3
		Elective	3
		Total	14

3rd year – Spring

KIN	352	Sports Nutrition	3
		Gen Ed Domain 5	3
		Gen Ed Elective	3
		Elective	3
		Elective	3
		Total	15

4th year – Fall

KIN	410	Exercise Prescription	3
KIN	191	First Aid and CPR	1
		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Total	16

4th year – Spring

KIN	401	Internship in Sports Medicine	6
KIN	381	Biomechanics	3
KIN	460	Certification in Exercise Science	2
		Elective	3
		Total	14

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	101	Lifetime Fitness and Wellness	1
KIN	190	Introduction to Kinesiology	3
KIN	191	First Aid and CPR	1
KIN	106	Aerobics	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 K-12 and Physical Education Program

Course		Title	Credit Hours
KIN	110	Weight Training and Jogging	1
KIN		Individual/Dual Sport	1
KIN	252	Personal and Community Health	3
KIN	280	Care and Treatment of Athletic Injuries	3
KIN	322	Motor Learning	3
KIN	3XX	Structural Kinesiology	3
KIN	352	Sports Nutrition	3
KIN	370	Measurement and Evaluation in Physical Education	3
KIN	384	Exercise Physiology	4
DA	261	Creative Movement for Children	2
DAPE	393	Social Dance Styles	1
BIO	231	Human Anatomy and Physiology I**	4
BIO	232	Human Anatomy and Physiology II**	4
		Total	35

**Prerequisites to KIN 384

Professional Studies Program for K-12 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 481	Adapted Physical Education	3
PSY 220	Child Development	3
EDU 221	Child Development Lab	1
EDU 301	Orientation to Teaching/Practicum	3
EDU 425	Reading and Writing in the Content Area	3
	Total	22

Health and PE Licensure

1st year – Fall

ENG 101	Composition (Gen Ed Domain 1)	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
KIN 101	Lifetime Fitness and Wellness	1
BIO 121	General Biology I (Gen Ed Domain 4)	4
KIN 190	Introduction to Kinesiology	3
	Foreign Language (Arts & Sciences requirement)	3
	Total	17

1st year – Spring

ENG 102	Introduction to Literature (Gen Ed Domain 2)	3
MATH 207	Introduction to Statistics (Gen Ed Domain 3)	3
PSY 101	General Psychology (Gen Ed Domain 6)	3
BIO 122	General Biology II	4
	Foreign Language (Arts & Sciences requirement)	3
	Total	16

2nd year – Fall

Take Praxis I or VCLA and Math Portion of Praxis I

KIN 252	Personal and Community Health	3
BIO 231	Human Anatomy and Physiology I	4
PSY 220	Child Development	3
EDU 221	Child Development Lab	1
KIN 110	Weight Training and Jogging	1
KIN	Coaching Elective (100-level)	1
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	1
KNS 262	Instructional Strategies for Team Sports	3
KIN 322	Motor Learning	3
KIN	Individual or Team Sport	1
	Total	15

3rd year – Fall

Apply for Teacher Licensure Program

KNS	305	Materials and Methods in Teaching Elementary Health and PE	3
KIN	3XX	Structural Kinesiology	3
KIN	350	Sport Psychology	3
KIN	280	Care and Treatment of Athletic Injuries	3
KIN		Coaching Certificate course	3
		Total	15

3rd year – Spring

KIN	352	Sports Nutrition	3
KIN	370	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	Principles of Public Speaking	3
		Total	16

4th year – Fall

Take Praxis II and VCLA

RDG	425	Reading and Writing in the Content Area	3
KIN	477	Principles and Philosophies of Coaching	3
KNS	481	Adapted Physical Education	3
KIN	106	Aerobics	1
KIN	191	First Aid and CPR	1
KIN		Coaching Elective	1
		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	1
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	1
KIN 110	Weight Training and Jogging	1
Kinesiology electives (9 hours at the 300+ level)		9
	Total	21

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	1
KIN 110	Weight Training and Jogging	1
KIN 190	Introduction to Kinesiology	3
KIN 191	First Aid and CPR	1
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	1
KIN 162	Coaching Basketball	1
KIN 164	Coaching Volleyball	1
KIN 166	Coaching Baseball/Softball	1
KIN 168	Coaching Track and Field/Cross Country	1
KIN 170	Coaching Soccer	1
KIN 172	Coaching Lacrosse/Field Hockey	1(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	Credit Hours
KIN 477	Principles and Philosophy of Coaching	3
Choose any four of the following:		
KIN 280	Care and Treatment of Athletic Injuries	3
KIN 322	Motor Learning	3
KIN 342	Ethics in Sport	3
KIN 350	Sport and Exercise Psychology	3
KIN 370	Measurement and Evaluation in Physical Education	3
KIN 450	Sports Law	3
KIN 470	Facility Planning and Event Management	3
	Subtotal	12
Choose any two of the following:		
KIN 160	Coaching Football	1
KIN 162	Coaching Basketball	1
KIN 164	Coaching Volleyball	1
KIN 166	Coaching Baseball/Softball	1
KIN 168	Coaching Track & Field/Cross Country	1
KIN 170	Coaching Soccer	1
KIN 172	Coaching Lacrosse/Field Hockey	1
	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 21st 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	Advanced Video Post-Production
MCOM 480	Advanced Video Field-Production
MCOM 490	Directed Study
MCOM 495	Independent Study
MCOM 498	Field Internship
KIN 471	Race, Sport and the Media

Mass Communication

1st year – Fall

MCOM	101	Understanding Mass Communication	
	or		
MCOM	201	Understanding Visual Communication	3
ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain	3
		Total	15

1st year – Spring

MCOM	101	Understanding Mass Communication	
	or		
MCOM	201	Understanding Visual Communication	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
		Gen Ed Domain	3
		Total	15

2nd year – Fall

MCOM	211	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 381	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	3
	Mass Communication electives (at least two courses at the 300-400 levels)	12
	Total	18

Mathematics (B.S.)

Darren Bly, Assistant Professor of Physics
Gregory Hall, Room 211, (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	2
Three of the following Mathematics three-credit electives		9
MATH 206	Linear Algebra*	
MATH 208	Advanced Statistics*	
MATH 310	Using Technology in Mathematics Education*	
MATH 341	Elementary Theory of Numbers*	
MATH 351	Differential Equations	
MATH 365	History of Mathematics*	
MATH 399	Directed Studies	
MATH 432	Real Analysis	
MATH 442	Functions of a Complex Variable	
Total		39

* Recommended for teacher licensure

Mathematics

1st year – Fall

MATH 201	Calculus and Analytic Geometry I (Gen Ed Domain 3)	5
ENG 101	Composition (Gen Ed Domain 1)	3
	Foreign Language (Arts & Sciences requirement)	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
	Elective for Minor	3
Total		17

1st year – Spring

MATH 202	Calculus and Analytic Geometry II	5
ENG 102	Introduction to Literature (Gen Ed Domain 2)	3
	Foreign Language (Arts & Sciences requirement)	3
	Gen Ed Domain 6	3
	Elective for Minor	3
Total		17

2nd year – Fall

MATH	207	Introduction to Statistics (Gen Ed 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 (Gen Ed Domain 4)	4
		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 (Gen Ed Domain 4)	4
		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
	or		
MATH	475	Research Seminar	2
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	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	
		Elective	3
		Elective	3
		Elective	3
		Total	12

Courses required for the Mathematics Minor

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
	Mathematics electives at or above the 200 level	9
	Total	22

Physics (Minor)

Darren Bly, Assistant Professor of Physics
Gregory Hall, Room 211, (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 111 and PHYS 112) or calculus-based (PHYS 121 and PHYS 122) 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	5
PHYS	121	General Physics I	4
	or		
PHYS	111	College Physics I	
PHYS	122	General Physics II	4
	or		
PHYS	112	College Physics II	
PHYS	221	Modern Physics	3
PHYS	331	Mathematical Methods in the Physical Sciences	3
	or		
PHYS	201	Introduction to Microcomputers	4
		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
PSCI 101	Introduction to Political Science	3
PSCI 102	Introduction to Public Administration	3
PSCI 201	American Government	3
PSCI 204	Introduction to International Politics	3
PSCI 301	History of Western Political Philosophy I	3
or		
PSCI 302	History of Western Political Philosophy II	
PSCI 401	Research Studies in Political Science	3
or		
PSCI 402	Internship in Political Science	
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
PSCI 202	State and Local Government	3
PSCI 205	Introduction to Public Policy	3
PSCI 206	Introduction to Theories of Public Organization	3
PSCI 207	Communism, Fascism and Democracy	3
PSCI 209	Introduction to Comparative Politics	3
PSCI 301	History of Western Political Philosophy I	3
PSCI 302	History of Western Political Philosophy II	3
PSCI 303	American Foreign Policy	3
PSCI 306	American Political Parties, Elections and Voting Behavior	3
PSCI 308	The American Presidency	3
PSCI 310	U.S. Constitution	3
PSCI 311	Organizational Leadership	3
PSCI 403	Global Governance and International Organizations	3
PSCI 404	Global Human Rights	3
PSCI 495	Topics in Political Science	3
MCOM 351	Politics and the Media	3
ES 319	Environmental Policy and Programs	3

SOC	350	Research Methods for the Social Sciences	3
		Other courses may be taken that are not on this list with the consent of the Advisor	
		Total elective hours required	21
		Total hours required for the major	39

Political Science

1st year – Fall

FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
ENG	101	Composition (Gen Ed Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3
MCOM	150	Principles of Public Speaking (Gen Ed Domain 1)	3
PSCI	101	Introduction to Political Science	3
		Total	15

1st year – Spring

		Foreign Language (Arts & Sciences requirement)	3
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Gen Ed Domain 6	3
	or		
PSCI	201	American Government	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
PSCI	102	Introduction to Public Administration	3
		Total	15

2nd year – Fall

		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 4	3-4
		Gen Ed Domain 5	3
PSCI	204	Introduction to International Politics	3
		Elective for minor	3
		Total	15-16

2nd year – Spring

		Foreign Language (Arts & Sciences requirement)	3
PSCI		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

PSCI		Elective	3
PSCI		Elective	3
		Elective for minor	3
		Elective for minor	3
		Elective for minor	3
		Total	15

3rd year – Spring

PSCI	Elective	3
PSCI	Elective	3
	Elective for minor	3
	Elective for minor	3
	Elective for minor	3
	Total	15

4th year – Fall

PSCI	401	Research Studies in Political Science	
	or		
PSCI	402	Internship	3
PSCI		Elective	3
		Elective for minor	3
		Elective for minor	3
		Elective for minor	3
		Total	15

4th year – Spring

PSCI	Elective	3
	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
PSCI 101	Introduction to Political Science	3
PSCI 102	Introduction to Public Administration	3
PSCI 201	American Government	3
PSCI 204	Introduction to International Politics	3
	Two other PSCI courses at the 300 or 400 level	6
	Total	18

Psychology (B.S.)

Rodney Bragdon, Assistant Professor of Psychology
Halpin-Harrison Hall, Room 119, (540) 678-4328

The major in Psychology is designed to give the student a fundamental knowledge of psychological principles, theories and research. 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
MATH 207	Introduction to Statistics	3
PSY 101	General Psychology	3
PSY 220	Child Development	3
PSY 308	Experimental Methods in Psychology	3
PSY 480	Advanced Data Analysis: Computer Analysis of Psychological Research Data	3
One of the following:		3
PSY 330	Behavior Modification	
PSY 411	Foundations of Counseling and Counseling Theories	
PSY 412	Clinical Helping Skills	
Two of the following:		6
PSY 310	Abnormal Psychology	
PSY 312	Theories of Personality	
PSY 325	Psychology in the Classroom	
PSY 425	Psychology, Gender and Culture	
PSY 465	Cross-Cultural Psychology	
One of the following:		3
PSY 322	Adolescent Development	
PSY 324	Adult Years and the Aging Process	
PSY 355	Social Psychology	
PSY 360	Biopsychology	
Psychology Electives (4 courses)		12
[Electives can include unused choices from above categories, or any psychology class at or above the 300 level]		
Total		39

Psychology

1st year – Fall		
PSY 101	General Psychology (Gen Ed Domain 6)	3
ENG 101	Composition (Gen Ed Domain 1)	3
FYS 101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
	Foreign Language (Arts & Sciences requirement)	3
	Elective	3
	Total	15

1st year – Spring

PSY	220	Child Development	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 1 (Oral Communication)	3
		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
		Gen Ed Domain 4	3-4
		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	Experimental Methods in Psychology	3
		Elective for minor	3
		Elective	3
		Elective	3
		Total	15

4th year – Fall

PSY		Sub-domain or elective	3
PSY	480	Advanced Data Analysis	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	1-3
	Total	13-15

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, Arts & Sciences Core, 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	Advanced Data Analysis: Computer Analysis of Psychological Research Data	3
		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**1st year – Fall**

PSY	101	General Psychology (Gen Ed Domain 6)	3
ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
BIO	121	General Biology I	4
		Total	16

1st year – Spring

PSY	220	Child Development	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
		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
BIO	231	Human Anatomy and Physiology I (Gen Ed Domain 4)	4
SOC	101	Introduction to Sociology (Gen Ed Domain 6)	3
		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 (Gen Ed 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	Experimental Methods in Psychology	3
		Elective	3
		Elective	3
	Elective	3	
		Total	15

Courses Required for the Psychology Minor

Course		Title	Credit Hours
PSY	101	General Psychology	3
		Psychology electives (5)	15
		(electives can include PSY 220 or any PSY courses at the 300 level or above)	
		Total	18

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 21st century church.

Courses Required for the Religion Major

Course	Title	Credit Hours
REL 202	World Religions	3
One of the following:		
PHIL 101	Introduction to Philosophy	3
PHIL 120	History of Western Philosophy	3
Four additional courses at the 100 or 200 level in Religion		
At least one of the following:		
REL 210	Introduction to the Hebrew Bible	3
REL 211	Introduction to the New Testament	3
At least one of the following:		
REL 225	Christian Social Ethics	3
REL 251	Christian Spirituality	3
Other courses at the 100-200 level that may count toward the major		
REL 101	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 311	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	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	451	Interdisciplinary Topics	3
PHIL	331	Philosophy of Nonviolence	3

May count one (only one) of the following toward 300-400 level requirements:

HIST	445	Renaissance and Reformation	3
PHIL	361	History of Western Political Philosophy I	3
PHIL	362	History of Western 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 Religion 421, the project may involve a practical problem or issue related to the context in which students fulfill requirements for Religion 421: Practicum.

Religion

1st 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 (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	101	Composition (Gen Ed Domain 1)	3
		Total	15

1st year – Spring

		Gen Ed Domain 4	3-4
		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	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	
MCOM	150	Principles of Public Speaking	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 21st 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 300	Statistical Package for the Social Sciences (SPSS)	1
SOC 310	Community Service	1
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):		15
SOC 210	Social Problems	
SOC 251	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		35

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	Social Problems	
SOC 251	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

1st year – Fall

SOC	101	Introduction to Sociology (Gen Ed Domain 6)	3
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	101	Composition (Gen Ed Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Total	15

1st year – Spring

SOC		Elective (200 level course)	3
MATH	208	Advanced Statistics (Arts & Sciences requirement)	3
		Foreign Language (Arts & Sciences requirement)	3
		Gen Ed Domain 2	3
		Gen Ed Domain 4	3-4
		Total	15-16

2nd year – Fall

SOC	312	Social Class and Inequality	3
SOC	360	Social Theory	3
		Gen Ed Domain 5	3
		Gen Ed Elective	3
		Elective for minor	3
		Total	15

2nd year – Spring

SOC	350	Research Methods	3
SOC	300	Statistical Package for the Social Sciences (SPSS)	1
		Gen Ed Elective	3
		Gen Ed Elective	3
		Elective for minor	3
		Elective for minor	3
		Total	16

3rd year – Fall

SOC	313	Social Interaction	3-6
	and/or		
SOC	315	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	1
		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/or		
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 217, (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	411	Advanced Oral Spanish	3
SPAN	412	Advanced Written Spanish	3
SPAN	451	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	1
SPAN	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 course work, qualifying examination and/or study at Shenandoah.

Spanish Specialization in Interpreting (Certificate only)

Course		Title	Credit Hours
SPAN	301	Spanish Conversation	3
SPAN	302	Spanish Composition	3
SPAN	312	Latin American Civilization and Culture	3
Internships			6*
Electives from other 300-400 level			

Spanish courses	6
Total	21

**It is recommended that certificate students take at least one credit of internship each semester beginning with the sophomore year.*

Spanish

1st year - Fall

SOC	101	Introduction to Sociology (Gen Ed Domain 6)	3
FYS	101	Going Global: First-Year Seminar (Gen Ed Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	101	Composition (Gen Ed Domain 1)	3
		Elective	3
		Total	15

1st year – Spring

PHIL	150	Ethics and Society (Gen Ed Domain 5 & 7)	3
	or		
REL	202	World Religions (Gen Ed Domain 5 & 7)	
MATH	207	Introduction to Statistics (Gen Ed Domain 3)	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	102	Introduction to Literature (Gen Ed Domain 2)	3
		Gen Ed Domain 4	3-4
		Total	15-16

2nd year – Fall

SPAN	301	Spanish Conversation	3
SPAN	391	Internship in Spanish	1
SOC	360	Social Theory	3
MATH	208	Advanced Statistics (Gen Ed Domain 3)	3
		Gen Ed Domain	3
		Elective (Course in second language)	3
		Total	16

2nd year – Spring

SPAN	302	Spanish Composition	3
SPAN	312	Latin American Civilization and Culture	3
SPAN	391	Internship in Spanish	1
		Gen Ed Domain 7	3
		Elective	3
		Elective	3
		Total	16

3rd year – Fall

SPAN		Elective	3
SPAN		Elective	3
SPAN	391	Internship in Spanish	1
		Elective	3
		Elective	3
		Elective	3
		Total	16

3rd year – Spring

SPAN	391	Internship in Spanish	1
SPAN	311	Spanish Civilization and Culture	3
SPAN		Elective	3
		Elective	3
		Elective	3
		Elective	3
		Total	16

4th year – Fall

SPAN	391	Internship in Spanish	1
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	1
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 or SPAN 411 SPAN 302 or SPAN 412	Spanish Conversation Advanced Oral Spanish Spanish Composition Advanced Written Spanish	 3 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 Studies (B.A. or B.S.)

The University Studies program provides a framework within which interdisciplinary or multidisciplinary study can be undertaken at Shenandoah University. Two degrees are offered within the major. The Bachelor of Arts degree allows students with unique or non-traditional education goals to undertake an individually designed major. The Bachelor of Science degree is one option for students seeking Virginia Teacher Licensure. The unifying characteristic of these degrees is the commitment to a strong liberal arts background within interdisciplinary or multidisciplinary, and/or pre-professional study for certain students.

The University Studies program leads to two degrees:

Bachelor of Arts in University Studies

A self-designed major in which the student, in association with a faculty committee, designs a major that meets an individual's particular academic and professional goals. This degree requires the completion of the Arts & Sciences Core Curriculum and Shenandoah University's general education requirements in addition to upper level courses in at least two disciplines. The individual student's proposed degree plan is reviewed and approved by a faculty committee and supervised by the dean or the chair of the Interdisciplinary Studies Department.

Bachelor of Science in University Studies

A more prescribed, pre-professional course of study that meets the requirements for Virginia Teacher Licensure for grades PK-6 and 6-8. All Arts & Sciences Core Curriculum and Shenandoah University general education requirements are fulfilled by the B.S. in University Studies degree requirements listed below.

Bachelor of Arts in University Studies Degree – Self-Designed

Calvin Allen, Dean, College of Arts & Sciences

Gregory Hall, Room 157, (540) 665-4587

A course of study that incorporates the following:

1. 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 College of Arts & Sciences Core or university general education hours may be counted toward this requirement. (36 hours)
2. 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 (see below). (3 hours)
3. A senior comprehensive examination that integrates core studies and the disciplines of specialization. (No credit)
4. A proposed degree plan that describes the student's academic and professional goals and lists the courses to be taken to fulfill those goals. This proposal must be reviewed and approved by a faculty committee, representing the appropriate disciplines and the dean of the College of Arts & Sciences. This committee also reviews the senior project and designs the senior comprehensive exam.

Total: 39 hours

Bachelor of Science in University Studies Degree Teacher Education Programs

Office of Professional Licensure

Mary E. Bowser, Director

Bowman Building, Room 111, (540) 535-3575

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 (PK-12) 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 for Virginia licensure.

Statement Regarding Professional Assessments

All initial licensure teacher education programs at Shenandoah University require that 1) 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:

1. 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. 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

Karen Huff, Professor of Education

Henkel Hall, Room 204A, (540) 665-4549

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
		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
PSCI	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	461	Student Teaching in Elementary and Middle Schools	9
Subtotal			45
Degree totals*			122-132

*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
	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
BIO	105 The Natural World	4
	Science Elective	3-4
PSCI	201 American Government	3
PSCI	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)	0-12
KIN	101 Lifetime Fitness and Wellness	1
	Physical Activity course	1
PSY	101 General Psychology	3
	(Social Science requirement)	
	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	301	Orientation to Teaching/Practicum	4
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	461	Student Teaching in Elementary and Middle Schools	9
		Subtotal	45
		Degree totals	134-147

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.

Professional Studies Certificate Program in Elementary Education (PK-6)

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: Mathematics	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 and VCLA requirement prior to student teaching		
EDU 461	Student Teaching in the Elementary and Middle Schools	9
Total		45*

* 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 and VCLA requirement prior to student teaching		
EDU 461	Student Teaching in the Elementary and Middle Schools	9
Total		45*

* 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 in Secondary Teacher Education (6-12 and K-12)

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-12 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	1
EDU 301	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 441	Student Teaching in the Middle and Secondary Schools	9
	Total	25*

**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.*

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 121	General Biology I	4
BIO 122	General Biology II	4
	Total	8

Shenandoah University's Approved Programs for Virginia Teacher Licensure

Undergraduate Programs

Biology (6-12)

Business Education (6-12)

Chemistry (6-12)

Dance (PK-12)

English (6-12)

Health and Physical Education (PK-12)

History/Social Science (6-12)

Mathematics (6-12)

Music – Choral (PK-12)

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 (6-12)

Note: Other teacher education licensure programs are available at the graduate level. See graduate catalog for listings and information.

Women’s Studies (Minor)

Amy Sarch Schopick, Director of General Education
Henkel Hall, Room 218, (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 Hours
WST	100	Women's Issues Across Perspectives	3
WST	320	Interdisciplinary Seminar in Women's Studies	3
Four of the following three credit courses:			
MCOM	361	Gender and Communication	3
MCOM	461	Gender, Sport and Media	3
PSY	425	Psychology, Gender and Culture	3
SOC	251	Marriage and the Family	3
SOC	312	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	Supervised Individualized Study	3
Total			18

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Steven E. Humphries, Director
Bowman Building, Room 2, (540) 665-4643

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 School 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 (6-12)(K-12)

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

W. Randy Boxx, Dean
Halpin-Harrison Hall, Room 104
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L. Mark Tyree, Associate Dean
Halpin-Harrison Hall, Room 157
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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:

1. 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 and the impact of business ethics on corporate governance. [Comprehension]
 - c. To be able to apply ethical foundations and issues to the role of business professionals in corporate, partnership and/or small business settings using a case study approach. [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 develop an action plan for developing leadership skills in oneself and others through a process of self-examination, classification of strengths and weaknesses and concluding with an appropriate leadership style. [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)

The undergraduate degree program in Business Administration is called the iBBA. As an *individualized* program of study in business administration, students do not select a predetermined major; but rather are able to design 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. If the student has a specific interest in a business specialty area (e.g., marketing, management, accounting, finance, information technology or global business), the mentor will be from that discipline and 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. Students wishing to build a program of study outside the Byrd School may do that as well by working with the faculty mentor.

Four elements compose the 120 hour degree program:

General Education Courses	30 hours
Non-Business Elective Courses	24 hours
Business Core Courses	42 hours
iBBA Supporting Business Electives	24 hours
Total	120 hours

Requirements for the BBA Degree Program

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.

ENG	101	Composition (Domain 1)	3 hours
MCOM	150	Principles of Public Speaking (Domain 1)	3 hours
MATH	101	Pre-calculus I (Domain 3)	3 hours
BA	203	Statistics and Data Analysis for Business (Domain 3)	3 hours
EC	211	Principles of Macroeconomics (Domain 6)	3 hours
EC	212	Principles of Microeconomics (Domain 6)	3 hours

Non-Business Elective Courses (24 hours)

A course in either Sociology or Psychology	3 hours
Other 3-credit courses (not BA, EC or ISCT)	21 hours

Business Core Courses (42 hours)

ISCT	204	Computer Applications in Business Analysis
BA	211	Principles of Accounting I
BA	212	Principles of Accounting II
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

MCOM	350	Business and Professional Communication
BA	360	Introduction to Marketing
BA	395	Introduction to Operations and Supply Chain Management
EC	450	International Economics
BA	453	Human Resource Management and Business Ethics
BA	490	Business Policy and Strategy

iBBA Supporting Electives (24 hours)

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 & Computer Technology (ISCT). By advance permission of the dean, an iBBA student may substitute an alternative coherent program of study that includes no fewer than 12 credit hours at the 300- and 400-level of Business, Economics and Information Systems & Computer Technology courses and no more than 6 credit hours at the 100- and 200-level in total.

BSB Junior Level Standing

An iBBA student has BSB junior-level standing upon meeting all of the following requirements:

1. 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

An iBBA 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 BSB junior-level standing
3. Complete the following six courses with a minimum GPA of 2.00

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.

BA	203	Statistics and Data Analysis for Business
BA	211	Principles of Accounting I
BA	212	Principles of Accounting II
BA	307	Introduction to Management and Organizational Behavior
EC	211	Principles of Macroeconomics
EC	212	Principles of Microeconomics

Minor in Economics

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.

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

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.

BA	112	Mind of the Entrepreneur
BA	303	Legal Environment of Business
BA	325	Accounting and Finance for Entrepreneurs
	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 \$100,000. 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.

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 iBBA degree program. The student is ultimately responsible for fulfilling all the requirements — both school and university — of the degree program.

Fall Semester – Freshman

ISCT	204	Computer Applications in Business Analysis
MATH	101	Precalculus I
ENG	101	Composition
FYS	101	Going Global: First-Year Seminar (Domain 7) iBBA Elective ¹

Spring Semester – Freshman

MCOM	150	Principles of Public Speaking (Domain 1)
ENG	102	Introduction to Literature (Domain 2) ² General Education (Domain 4) General Education (Domain 5) iBBA Elective ¹

Sophomore – Fall Semester

BA	211	Principles of Accounting I
BA	203	Statistics and Data Analysis for Business (Domain 3)
EC	212	Principles of Microeconomics (Domain 6) Psychology or Sociology Non-Business Elective

Sophomore – Spring Semester

BA	212	Principles of Accounting II
BA	302	Quantitative Methods
EC	211	Principles of Macroeconomics Non-Business Elective Non-Business Elective

Junior – Fall Semester

BA	303	Legal Environment of Business
BA	307	Introduction to Management and Organizational Behavior
BA	360	Introduction to Marketing iBBA Elective Non-Business Elective

Junior – Spring Semester

BA	310	Introduction to MIS and E-Commerce
BA	330	Introduction to Finance
BA	395	Introduction to Operations and Supply Chain Management
MCOM	350	Business and Professional Communication Non-Business Elective

Senior – Fall Semester

BA	453	Human Resource Management and Business Ethics
EC	450	International Economics
		iBBA Elective
		iBBA Elective
		Non-Business Elective

Senior – Spring Semester

BA	490	Business Policy and Strategy
		iBBA Elective
		iBBA Elective
		iBBA Elective
		Non-Business Elective

Explanation of Notes:

¹BA 103 and BA 112 are suggested iBBA elective courses for freshmen. A student can instead take other (higher level) iBBA 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.

SHENANDOAH CONSERVATORY

Michael J. Stepniak, Dean

Ruebush Hall, Room 108, (540) 665-4600

Aimé Sposato, Associate Dean for Undergraduate Studies

Ruebush Hall, Room 108-E, (540) 665-4603

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 university-wide requirements. Detailed information regarding study at Shenandoah Conservatory may be found online at www.su.edu/conservatory.

Language Requirements

Foreign language requirements may be fulfilled with any standard spoken language that is not the student's primary native language. Some curricula have specific requirements printed with the description under "Curriculum Requirements" following this section.

Ensemble Requirements and Procedures

Ensemble participation requirements for undergraduate students are stated in terms of duration and credit. Specific requirements are published with each curriculum description in the *Shenandoah University Undergraduate Catalog*.

Students are placed in ensembles by audition. Music students must fulfill requirements by performing in ensembles in their major applied music area. Recipients of Conservatory scholarship awards may be required to perform in ensembles beyond curricular minimums.

Choral Ensemble Placement:

Voice students are auditioned by all choral ensemble directors for large ensemble placement. Students are assigned to a single large choral ensemble. Conservatory award recipients may be required to perform in up to four credits of ensemble per semester, and these responsibilities are considered when students are placed. Placements are dictated by the personnel and balance needs of each ensemble. Choral ensembles are open, by audition, to students from all curricula and all schools.

Instrumental Ensemble Placement:

Instrumental students are auditioned by ensemble directors for large and small ensemble placement. Conservatory award recipients may be required to perform in up to four credits of ensemble per semester; and these responsibilities are considered when students are placed. Placements are dictated by the personnel and balance needs of each ensemble. Instrumental ensembles are open, by audition, to students from all curricula and all schools.

General Ensemble Participation:

Ensemble participation is required every semester of full-time enrollment up to a maximum of eight semesters.

Participation requirements are further specified in terms of large or small ensemble participation within each degree. 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 unless the student has scholarship responsibilities.

Every student who participates in an ensemble must be enrolled through the university. A student who wishes to participate in an ensemble beyond eight semesters and who has met all ensemble duration and credit requirements, or who wishes to participate in additional ensembles without university credit, may register in one of two ways:

- as a regular credited student
- without credit through the Shenandoah Conservatory Arts Academy

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.

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.

Accompanying Ensemble

All piano performance and accompanying students are placed in the Accompanying Ensemble. Students are assigned accompanying responsibilities or ensembles by the director.

Participation in the Accompanying Ensemble is normally limited to the majors listed above. Students in other curricula are considered on an individual basis.

As a portion of their development, all piano majors must register for accompanying. Those piano students in all curricula except performance, accompanying and jazz register for Studio Accompanying (MUPP 239) for a total of seven semesters. Piano majors in performance and accompanying complete the same requirement through registration in Accompanying Ensemble (MUEN 323) for eight semesters.

Dance Ensembles

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 and Productions

Definition of Terms:

"Major production" includes (and is limited to) the following theatre division productions each academic year: Mainstage and Second Stage.

"Involvement" in a production includes any artistic or technical involvement — cast member; directing or assistant directing, stage management and design or technical assistance in set, lighting or costuming.

Students enrolled in theatre curricula are required to participate in Shenandoah theatre productions. Theatre performance majors are required to complete four production credits in order to graduate.

Musical theatre majors are required to audition for:

- all musicals;
- all youth theatre productions;
- all plays; and
- choral ensemble (freshmen only).

Musical theatre majors may audition for the opera, but are not required to do so.

Acting and theatre for youth majors are required to audition for:

- all youth theatre productions; and
- all plays.

Acting and theatre for youth majors may audition for musicals and operas, but are not required to do so.

Senior Repertory and Industry Showcase is required for all musical theatre and acting majors in the spring semester of the senior year. This course is open as an elective to all other theatre majors.

Costume design and scenic and lighting design majors are not required to audition for any productions, but may elect to do so. Design majors typically fulfill production requirements through technical work.

Although participation in theatre productions is normally limited to theatre majors, auditions for all productions are open to non-theatre majors. Students may express role preferences at the time of audition, but the audition is a commitment to participate as cast, and all who audition must accept the roles in which they are cast.

Any involvement in a production outside of Shenandoah University must not conflict with the student's responsibilities at Shenandoah. Matriculation as a theatre major implies a contract for commitment to complete the degree and fully meet all of its requirements. All Shenandoah classes, rehearsals and performances take precedence over outside work.

Additional performing opportunities are available in projects directed by students enrolled in directing classes. Limits on participation in such projects are as follows:

- In each semester, a theatre major not involved in any major production or ensemble, or involved in one major production or ensemble may, in addition, elect to be involved in three directing projects (junior directing class or advanced directing).
- In each semester, a theatre major involved in two major productions or one major production and an ensemble may elect to be involved in two directing projects.
- In each semester, a theatre major involved in two major productions and an ensemble may elect to be involved in one directing project.

Any production 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.

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. Each curriculum carries specific minimum requirements for both duration of study and credits to be earned.

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.

Curriculum Requirements

For specific duration of study and credit requirements, see the requirements for each degree program that follows.

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. Exceptions will be made 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.

The screening jury also approves students for entering performance certificate study. Musical Theatre majors are required to complete a screening jury only if they wish to be considered for performance certificate study.

Double Reed Making Requirements

All applied oboe majors are required to enroll in MUPP 241, Oboe Reed Making Class, concurrently with applied oboe lessons.

All applied bassoon majors are required to enroll in MUPP 242, Bassoon Reed Making Class, concurrently with applied bassoon lessons.

Recital Requirements

All half recitals 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.

FYS 101 Going Global: First-Year Seminar

Conservatory transfer students are exempt from FYS 101 Going Global: First-Year Seminar. However, students must complete the General Education requirements with a three-credit course from Domain 7.

Applied Conducting Policies

Applied conducting is available only after MUCO 361 and MUCO 363 or MUCO 364 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.

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 101, Introduction to Music Theory, or MUTC 121, Music Theory for Musical Theatre I. If a minimum score of 90 percent is achieved, transfer credit for MUTC 101/121 will be awarded and the student may advance to MUTC 102, Diatonic Harmony and Simple Forms, or MUTC 122, Music Theory for Musical Theatre 2.

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.

General Education

Conservatory students are encouraged to consult with their advisors and the *Undergraduate Catalog* when selecting courses to fulfill the university-wide general education curriculum.

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 Arts Studies

Philip Sargent, Associate Professor of Music
 Ruebush Hall, Room 237, (540) 665-4546, psargent@su.edu

The Bachelor of Arts in Arts Studies degree is an interdisciplinary curriculum designed for the student who has an interest in a broad-based general education with an academic emphasis in the arts. The course of study includes a core of liberal arts courses, a major founded in music, theatre, dance and art, and an elective component for which students are given considerable latitude in course selection. A performance audition is not required for admission to this curriculum.

Program Objectives

Students completing the Bachelor of Arts in Arts Studies will be able to:

- explore the arts including study of music, theatre, visual art and dance;
- demonstrate knowledge of at least one foreign language;
- demonstrate knowledge of historical and philosophical foundations of the arts;
- 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 Arts Studies Degree

1st year – Fall

ENG	101	Composition (Domain 1)	3
HIST	101	World Civilizations I (Domain 7)	3
PRF	101	Performance Attendance	.5
		Music Electives	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

1st year – Spring

ENG	102	Introduction to Literature (Domain 2)	3
HIST	102	World Civilizations 2 (Domain 7)	3
PRF	101	Performance Attendance	.5
		Dance Electives	3
		Theatre or Drama Elective	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

2nd year – Fall

PRF	201	Health Issues for Artists	.5
ART		Art Elective	3
		Dance Electives	3
		Music Electives	3
		Foreign Language Elective (Domain 7)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Total	15.5

2nd year – Spring

PRF	101	Performance Attendance	.5
ART		Art Elective	3
		Music Electives	3
		Theatre or Drama Elective	3
		Foreign Language Elective (Domain 7)	3
		Open Electives	3
		Total	15.5

3rd year – Fall

PRF	101	Performance Attendance	.5
		Arts Studies Major Electives	5
		Foreign Language Elective (Domain 7)	3
		Scientific Literacy Elective (Domain 4)	4
		The Individual in Society Elective (Domain 6)	3
		Total	15.5

3rd year – Spring

PRF	101	Performance Attendance	.5
		Arts Studies Major Electives	5
		Foreign Language Elective (Domain 7)	3
		Scientific Literacy Elective (Domain 4)	4
		The Individual in Society Elective (Domain 6)	3
		Total	15.5

4th year – Fall

Arts Studies Major Electives	2
Dance Electives	3
Theatre or Drama Elective	3
Open Electives	5
Total	13

4th year – Spring

AS	499	Senior Comprehensive Study	3
ART		Art Elective	3
		Arts Studies Major Electives	5
		Moral Reasoning Elective (Domain 5)	3
		Total	14
		Degree Total	120

Course	Title	Credit Hours
Art electives chosen from the following:		9
ART 200	Art Appreciation (Domain 2)	
ART 214	Investigations in Modern Art	
ART 216	American Art (Domain 2)	
ART 295	Topics	

Arts Studies Major Electives: 17

Select from music courses with MU** prefixes, theatre courses with TH prefixes, dance courses with DA prefixes, art courses with ART prefixes, or drama courses with ENG prefixes. Not to include skill-based or performance instruction beyond a maximum of six credits of ensemble or production. Applied lessons may not be used to fulfill degree requirements.

Dance electives chosen from the following:

9

DA	141	Dance Improvisation
DA	191	Pilates Mat
DA	261	Creative Movement for Children
DA	351	Dance Production 1
DA	352	Dance Production 2
DA	471	History and Philosophy of Dance 1 ^(ALT)
DA	472	History and Philosophy of Dance 2 ^(ALT)
DAPE	152	Contact Improvisation

Foreign Language electives:

12

Select from any language that is both written and spoken. Two consecutive semesters of two different languages required.

Music electives chosen from the following:

9

MUTC	101	Introduction to Music Theory*
MUTC	102	Diatonic Harmony and Simple Forms*
MULT	203	History of Western Music 1
MULT	204	History of Western Music 2
MULT	205	History of Western Music 3
MULT	225	Introduction to Rock Music
MULT	355	American Musical Theatre 1 (also listed as TH 355)
MULT	356	American Musical Theatre 2 (also listed as TH 356)
MULT	361	Survey of World Music: South Asia/Middle East/Europe
MULT	362	Survey of World Music: Sub-Saharan Africa/Caribbean
MULT	363	Survey of World Music: The Americas
MULT	364	Survey of World Music: Survey of World Music: Central/ East/South-East Asia
MULT	432	Jazz History ^(ALT)

Open electives:

8

Not to include performance or skill-based instruction.

Theatre and Drama electives chosen from the following:

9

TH	351	History of Theatre 1
TH	352	History of Theatre 2
TH	353	History of Fashion 1 ^(ALT)
TH	354	History of Fashion 2 ^(ALT)
TH	355	American Musical Theatre 1 (also listed as MULT 355)
TH	356	American Musical Theatre 2 (also listed as MULT 356)
ENG	361	Studies in Drama: Comic Drama (Domain 2)
ENG	362	Studies in Drama: Modern Continental Drama
ENG	363	Studies in Drama: Shakespeare (Domain 2)
ENG	364	Studies in Drama: 18th-Century Restoration Drama
ENG	365	Studies in Drama: Modern American Drama
ENG	366	Studies in Drama: Major Trends in Contemporary Drama

*Minimum grade of "C" required.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

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.

1st year – Fall

DA	111	Modern Dance 1*	2
DA	121	Ballet 1*	2
DA	131	Jazz 1*	2
DA	141	Dance Improvisation	2
DA	351	Dance Production I	1
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

DA	112	Modern Dance 2*	2
DA	122	Ballet 2*	2
DA	241	Dance Composition 1*	2
DA	352	Dance Production 2	1
DA		Dance Technique Elective(s)*	2
PRF	101	Performance Attendance	.5
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s) (not to include performance or skill-based instruction)	3
		Total	15.5

2nd year – Fall

DA	242	Dance Composition 2*	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	16.5

2nd year – Spring

DA	386	Dance Ensemble	2
DA		Dance Technique Elective(s)*	2
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7)	3
		Scientific Literacy 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 ^(ALT)	2
DA	386	Dance Ensemble	2
DA		Dance Technique Elective(s)*	2
PRF	101	Performance Attendance	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 ^(ALT)	3
DA		Dance Electives	3
PRF	101	Performance Attendance	.5
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Open Elective(s) (not to include performance or skill-based instruction)	6
		Total	15.5

4th year – Fall

DA	471	History and Philosophy of Dance 1 ^(ALT)	3
DA	498	Culminating Project	1
DA		Dance Technique Elective(s)*	2
DAPE	135	Tap I	1
		Open Elective(s) (not to include performance or skill-based instruction)	6
		Total	13

4th year – Spring

DA	444	Senior Concert and Seminar 2	1
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
DA	498	Culminating Project	1
MULT	275	Survey of Western Music ^(ALT)	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 351 (History of Theatre 1), TH 352 (History of Theatre 2), or TH 355 (American Musical Theatre 1).

Bachelor of Arts in Dance majors are encouraged to participate in all main-stage productions of the Dance Division as either cast or crew.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Bachelor of Fine Arts in Acting

Mark Kittlaus, Assistant Professor of Theatre
 Ruebush Hall, Room 127-C, (540) 545-7286, mkittlau@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

1st year – Fall

DAPE		Dance Technique Elective	1
TH	101	Basic Acting*	3
TH	111	Stage Lighting	3
TH	149	Foundations of General American Speech	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16

1st year – Spring

DAPE		Dance Technique Elective	1
TH	102	Acting Techniques*	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		Dance Technique Elective	1
TH	108	Improvisation	1
TH	131	Stage Costuming	3
TH	141	Theatrical Stage Make-up	3
TH	201	Scene Study I	3
TH	207	Stage Management I	3
		Total	14

2nd year – Spring

DAPE		Dance Technique Elective	1
TH	202	Scene Study 2*	3
TH	208	Script Analysis	3
		Scientific Literacy Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	13

3rd year – Fall

TH	251	Voice and Speech for the Actor	2
TH	301	Period Acting Styles I	3
TH	340	Movement for Actors	2
TH	399	Theatre Production [#]	1
		Open Elective(s)	6
		Total	14

3rd year – Spring

TH	252	Accents/Dialects	2
TH	302	Period Acting Styles 2	3
TH	307	Directing	3
TH	309	Preparation for the Theatre Profession	3
TH	399	Theatre Production [#]	1
		English, Theatre or Art Elective(s)	3
		Total	15

4th year – Fall

TH	351	History of Theatre I	3
TH	399	Theatre Production [#]	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 2	3
TH	355	American Musical Theatre I	3
	or		
TH	356	American Musical Theatre 2	
TH	399	Theatre Production [#]	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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Bachelor of Fine Arts in Costume Design

Cheryl Yancey, Associate Professor of Theatre
 Ruebush Hall, Room 127-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

1st year – Fall

DAPE		Dance Technique Elective	1
TH	101	Basic Acting	3
TH	131	Stage Costuming*	3
TH	141	Theatrical Stage Make-up*	3
TH	213	Theatre Drawing	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16

1st year – Spring

TH	112	Stage Craft	3
ENG	101	Composition (Domain 1)	3
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s)	6
		Total	15

2nd year – Fall

TH	111	Stage Lighting	3
TH	231	Costume Design I*(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Scientific Literacy Elective (Domain 4)	3
		Open Elective(s)	3
		Total	14

2nd year – Spring

TH	208	Script Analysis	3
TH	241	Advanced Stage Make-up ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Quantitative Literacy Elective (Domain 3)	3
		Open Elective(s)	3
		Total	14

3rd year – Fall

TH	132	Costume Construction ^{*(ALT)}	2
TH	307	Directing	3
TH	353	History of Fashion I ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		English, Theatre or Art Elective(s)	3
		Open Elective(s)	3
		Total	16

3rd year – Spring

TH	133	Pattern Drafting ^(ALT)	2
TH	354	History of Fashion 2 ^(ALT)	3
TH	498	Technical Theatre Thesis	3
		Theatre Elective+	3
		Moral Reasoning Elective (Domain 5)	3
		Open Elective(s)	3
		Total	17

4th year – Fall

TH	225	Costume Rendering ^(ALT)	3
TH	351	History of Theatre I	3
TH	498	Technical Theatre Thesis	3
		English, Theatre or Art Elective	3
		Open Elective(s)	2
		Total	14

4th year – Spring

TH	215	Scenic Design ^(ALT)	3
TH	232	Costume Design 2 ^(ALT)	3
TH	352	History of Theatre 2	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		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), or TH 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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

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

1st year – Fall

DA	141	Dance Improvisation	2
DA	351	Dance Production I	1
DA		Modern Dance Technique*	2
DA		Ballet Technique*	2
DA		Jazz Technique*	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

DA	241	Dance Composition I*	2
DA	352	Dance Production 2	1
DA		Modern Dance Technique*	2
DA		Ballet Technique*	2
DA		Jazz Technique*	2
PRF	101	Performance Attendance	.5
TH	131	Stage Costuming	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

2nd year – Fall

DA	242	Dance Composition 2*	2
DA	381	Dance and Music ^(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	111	Stage Lighting	3
		Scientific Literacy Elective (Domain 4)	3
		Total	18.5

2nd year – Spring

DA	152	Contemporary Partnering*	1
DA	371	Dance Science: Kinesiology ^(ALT)	3
DA	386	Dance Ensemble	2
DA		Modern Dance Technique*	2
DA		Ballet Technique*	2
DAPE	152	Contact Improvisation*	1
MULT	275	Survey of Western Music ^(ALT)	3
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	17.5

3rd year – Fall

DA	261	Creative Movement for Children	2
	or		
DA	262	Techniques of Teaching Dance	
DA	341	Dance Composition 3*	2
DA	386	Dance Ensemble	2
DA	471	History and Philosophy of Dance 1 ^(ALT)	3
DA		Modern Dance Technique*	2
DA		Ballet Technique*	2
DA		Dance Technique Elective(s)*	2
PRF	101	Performance Attendance	.5
		Total	15.5

3rd year – Spring

DA	342	Dance Composition 4*	2
DA	386	Dance Ensemble	2
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
DA		Modern Dance Technique*	2
DA		Ballet Technique*	2
DA		Dance Technique Elective(s)*	2
PRF	101	Performance Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5

4th year – Fall

DA	311	Modern Dance 5*	2
DA	386	Dance Ensemble	2
DA	443	Senior Concert and 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 6*	2
DA	386	Dance Ensemble	2
DA	444	Senior Concert and Seminar 2	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

*Minimum grade of "C" required.

(ALT) Offered on alternating schedule; consult with advisor.

Dance Technique Requirements

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 311/DA 312) and at least the intermediate technical level in ballet (DA 221/DA 222) during both semesters of the senior year.

All 100 level technique classes are repeatable to 4 credits.

All 200 level technique classes are repeatable to 6 credits.

All 300 and higher technique classes are repeatable to 8 credits.

Participation in DA 386 - Dance Ensemble or one of the Dance production courses (DA 351, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Bachelor of Fine Arts in Dance Education

Erica Helm, Associate Professor of Dance
Shingleton, Room 26, (540) 665-4647, ehelm@su.edu

The Bachelor of Fine Arts in Dance Education curriculum is designed for the student seeking a career as a dance teacher in the public school setting and licensure by a state department of public instruction. It is also appropriate for the student who plans to teach dance in the private studio setting or pursue graduate level studies in fields related to dance or dance education. The dance education curriculum provides development of technical, performance and choreographic skills and is the only dance curriculum that provides all of the courses in dance teaching techniques, education and liberal arts necessary for licensure in Virginia. Graduates who are licensed in Virginia may obtain licensure in other states through reciprocity. The purpose of the Bachelor of Fine Arts in Dance 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 dancer and educator in the distinctive Conservatory setting while meeting the standards for teacher licensure established by the Commonwealth of Virginia.

All initial licensure teacher education programs at Shenandoah University require that 1) the PRAXIS I exam must be taken before admission to candidacy in teacher education programs, and 2) the PRAXIS II exam must be taken in the student's last year prior to graduation. There is no PRAXIS II exam for Dance K-12 licensure.

Directed Teaching in Dance

Directed Teaching in Dance is required during the final semester of the Bachelor of Fine Arts in Dance Education curriculum. Students who wish to pursue Directed Teaching in Dance must apply through their advisor during the semester preceding the anticipated directed teaching experience. To be accepted for directed teaching, the student must have a cumulative grade point average of 2.5. 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. The content of each prerequisite course is stated in course syllabi and is evaluated and graded so that a grade of "C" certifies that the student has mastered the minimum skills necessary to succeed in teaching.

Documented observation of teaching is required of all dance education students prior to the directed teaching experience. Observations must include hours in both the elementary and secondary public school settings as well as hours in the private studio setting. The total observation requirement must be completed prior to admission to directed teaching.

Complete forms and information concerning observations, personal and competency screening and directed teaching applications are obtained through the student's advisor.

Program Objectives

Students completing the Bachelor of Fine Arts in Dance Education will be able to:

- demonstrate dance technique in solo and ensemble performance;
- perform a variety of repertoire;
- demonstrate knowledge of philosophical, historical, artistic and scientific foundations for dance;

- demonstrate the ability to improvise and compose dance in both solo and group forms;
- demonstrate the ability to create learning experiences for students;
- demonstrate a variety of teaching techniques for the elementary and secondary dance classrooms;
- demonstrate the ability to lead a class or ensemble;
- demonstrate knowledge of methods, materials and technology for presenting 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 Education Degree

1st year – Fall

DA	111	Modern Dance 1*	2
DA	121	Ballet 1*	2
DA	131	Jazz 1*	2
DA	141	Dance Improvisation	2
DA	351	Dance Production I	1
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
PSY	101	General Psychology (Domain 6)	3
		Total	18.5

1st year – Spring

DA	112	Modern Dance 2*	2
DA	122	Ballet 2*	2
DA	132	Jazz 2*	2
DA	241	Dance Composition 1*	2
DA	352	Dance Production 2	1
MULT	275	Survey of Western Music ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	111	Stage Lighting	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	18.5

2nd year – Fall

DA	211	Modern Dance 3*	2
DA	221	Ballet 3*	2
DA	242	Dance Composition 2*	2
DA	261	Creative Movement for Children*+	2
DA	386	Dance Ensemble	2
DAPE	135	Tap I	1
PRF	201	Health Issues for Artists	.5
TH	131	Stage Costuming	3
		Scientific Literacy Elective (Domain 4)	3
		Total	17.5

2nd year – Spring

DA	212	Modern Dance 4*	2
DA	222	Ballet 4*	2
DA	262	Techniques for Teaching Dance*+	2
DA	341	Dance Composition 3*	2
DA	371	Dance Science: Kinesiology ^(ALT)	3
DA	386	Dance Ensemble	2
PRF	101	Performance Attendance	.5
PSY	220	Child Development	3
		Total	16.5

3rd year – Fall

DA	342	Dance Composition 4*	2
DA	361	Ballet Pedagogy* ^(ALT)	2
DA	381	Dance and Music ^(ALT)	2
DA	471	History & Philosophy of Dance 1 ^(ALT)	3
DA		Dance Technique Elective(s)*	2
DAED	332	Foundations for Dance Education*+	2
DAED	333	Field Experience 1*+	1
PRF	101	Performance Attendance	.5
ART	200	Art Appreciation (Domain 2)	3
		Total	17.5

3rd year – Spring

DA	362	Modern Dance Pedagogy* ^(ALT)	2
DA	372	Dance Science: Biomechanics ^(ALT)	3
DA	386	Dance Ensemble	2
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
DA		Dance Technique Elective(s)*	2
DAED	334	Field Experience 2*+	1
DAPE	136	Tap 2	1
PRF	101	Performance Attendance	.5
		Total	14.5

4th year – Fall

DA	363	Jazz Dance Pedagogy* ^(ALT)	2
DA	393	Social Dance Styles	1
DA	443	Senior Concert and Seminar 1*	1
DA		Dance Technique Elective(s)*	2
KIN	280	Care and Treatment of Athletic Injuries	3
RDG	425	Reading and Writing in the Content Area	3
		Moral Reasoning Elective (Domain 5)	3
		Total	15

4th year – Spring

DA	444	Senior Concert and Seminar 2	1
DAED	421	Directed Teaching in Elementary School	4
DAED	422	Directed Teaching in Secondary School	4
		Elective (may be taken to attain full-time status)	(3)
		Total	9 (12)
		Degree Total	127

*Minimum grade of "C" required.

+Prerequisite to Directed Teaching.

(ALT) Offered on alternating schedule; consult with advisor.

Participation in DA 386 - Dance Ensemble or one of the Dance production courses (DA 351, DA 352, DA 353, DA 354) is required every semester of enrollment after the freshman year except during student teaching.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Bachelor of Fine Arts in Musical Theatre

Jonathan Flom, Assistant Professor of Theatre
 Ruebush Hall, Room 120, (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

1st year – Fall

APVO	102	Applied Voice	2
AP**		Applied Piano Minor	1
DAPE	120	Foundations of Ballet Technique	3
MUEN		Ensemble	2
MUTC	107	Keyboard Harmony 1 (non-APCP students)	1
TH	101	Basic Acting*	3
TH	111	Stage Lighting	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	17
		With MUTC 107	18

1st year – Spring

APVO	102	Applied Voice	2
AP**		Applied Piano Minor	1
DAPE	220	Dance Technique for Musical Theatre	3
MUEN		Ensemble	2
MUPP	260	Introduction to Lyric Diction	2
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
TH	102	Acting Techniques*	3
TH	112	Stage Craft	3
		Total	16
		With MUTC 108	17

2nd year – Fall

APVO	202	Applied Voice	2
AP**		Applied Piano Minor	1
DAPE		Dance Technique Elective - Jazz	1
MUTC	121	Music Theory for Musical Theatre 1	2
MUTC	123	Sightsinging for Musical Theatre 1	1
TH	201	Scene Study I	3
TH	208	Script Analysis	3
TH	251	Voice and Speech for the Actor	2
		Total	15

2nd year – Spring

APVO	202	Applied Voice	2
AP**		Applied Piano Minor	1
DAPE		Dance Technique Elective - Jazz	1
MUTC	122	Music Theory for Musical Theatre 2	2
MUTC	124	Sightsinging for Musical Theatre 2	1
TH	131	Stage Costuming	3
TH	141	Theatrical Stage Make-up	3
TH	203	Acting Through Song	2
		Total	15

3rd year – Fall

APVO	302	Applied Voice	2
DAPE	333	Musical Theatre Dance Styles 1	1
TH	301	Period Acting Styles 1	3
TH	307	Directing	3
TH	355	American Musical Theatre 1	3
TH	399	Theatre Production [#]	1
ENG	101	English Composition (Domain 1)	3
		Total	16

3rd year – Spring

APVO	302	Applied Voice	2
DAPE	334	Musical Theatre Dance Styles 2	1
TH	302	Period Acting Styles 2	3
TH	309	Preparation for the Theatre Profession	3
TH	356	American Musical Theatre 2	3
TH	399	Theatre Production [#]	1
		Scientific Literacy Elective (Domain 4)	3
		Total	16

4th year – Fall

APVO	402	Applied Voice	2
DAPE		Dance Technique Elective – Tap	1
TH	351	History of Theatre 1	3
TH	399	Theatre Production [#]	1
TH	403	Advanced Acting Through Song 1	2
		Quantitative Literacy Elective (Domain 3)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	15

4th year – Spring

APVO	402	Applied Voice	2
DAPE		Dance Technique Elective – Tap	1
TH	352	History of Theatre 2	3
TH	399	Theatre Production [#]	1
TH	404	Advanced Acting Through Song 2	2
TH	451	Senior Repertoire and Industry Showcase	2
		The Individual in Society Elective (Domain 6)	3
		Total	14
		Degree Total	124
		Degree Total with MUTC 107-MUTC 108	126

**Minimum grade of “C” 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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Applied Music Minimums

Applied Voice Major: 8 consecutive semesters, APVO 102-APVO 402.

Applied Piano Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN-201.

Bachelor of Fine Arts in Scenic and Lighting Design

William Pierson, Associate Professor of Theatre
 Ruebush Hall, Room 122, (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

1st year – Fall

TH	101	Basic Acting	3
TH	112	Stage Craft*	3
TH	213	Theatre Drawing*	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15

1st year – Spring

DAPE		Dance Technique Elective	1
TH	111	Stage Lighting*	3
TH	390	Technical Theatre Practicum	1
		Quantitative Literacy Elective (Domain 3)	3
		Scientific Literacy Elective (Domain 4)	3
		Open Elective(s)	3
		Total	14

2nd year – Fall

TH	208	Script Analysis	3
TH	217	Fundamentals of Theatre Drafting*(ALT)	3
TH	231	Costume Design 1 (ALT)	3
TH	313	Graphic Arts for Design*(ALT)	3
TH	318	CAD for Stage(ALT)	3

TH	390	Technical Theatre Practicum	1
		Total	16

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(ALT)	3
TH	390	Technical Theatre Practicum	1
		The Individual in Society Elective (Domain 6)	3
		Total	16

3rd year – Fall

TH	211	Lighting Design*(ALT)	3
TH	312	Advanced Stage Craft(ALT)	3
TH	399	Theatre Production [#]	1
		English, Theatre, Music or Art Elective(s)	3
		Moral Reasoning Elective (Domain 5)	3
		Open Elective(s)	3
		Total	16

3rd year – Spring

TH	307	Directing	3
TH	315	Advanced Design for Theatre(ALT)	3
TH	319	Computer Rendering(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
TH	413	Scenic Art(ALT)	3
		Total	14

4th year – Fall

TH	351	History of Theatre I	3
TH	399	Theatre Production [#]	1
TH	498	Technical Theatre Thesis	3
		English, Theatre, Music or Art Elective(s)	3
		Open Elective(s)	6
		Total	16

4th year – Spring

TH	352	History of Theatre 2	3
TH	399	Theatre Production [#]	1
TH	498	Technical Theatre Thesis	3
		English, Theatre, Music or Art Elective(s)	3
		Open Elective(s)	3
		Total	13
		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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Bachelor of Fine Arts in Theatre for Youth

Wade Fransen, Assistant Professor of Theatre
 Ruebush Hall, Room 118, (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

1st year – Fall

DAPE		Dance Technique Elective	1
TH	101	Basic Acting*	3
TH	108	Improvisation	1
TH	111	Stage Lighting	3
TH	149	Foundations of General American Speech	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	14

1st year – Spring

TH	102	Acting Techniques*	3
TH	112	Stage Craft	3
ENG	101	Composition (Domain 1)	3
		Quantitative Literacy Elective (Domain 3)	3
		Scientific Literacy Elective (Domain 4)	3
		Total	15

2nd year – Fall

TH	131	Stage Costuming	3
TH	141	Theatrical Stage Make-up	3
TH	201	Scene Study I	3
TH	207	Stage Management I	3
TH	251	Voice and Speech for the Actor	2
PSY	101	General Psychology (Domain 6)	3
		Total	17

2nd year – Spring

DAPE		Dance Technique Elective	1
TH	202	Scene Study 2*	3
TH	208	Script Analysis	3
TH		Theatre Elective+	3
PSY	220	Child Development	3
		Moral Reasoning Elective (Domain 5)	3
		Total	16

3rd year – Fall

TH	301	Period Acting Styles I	3
TH	307	Directing*	3
TH	340	Movement for Actors	2
TH	351	History of Theatre I	3
TH	399	Theatre Production [#]	1
TH		Theatre Elective+	3
		Total	15

3rd year – Spring

TH	302	Period Acting Styles 2	3
TH	352	History of Theatre 2	3
TH	399	Theatre Production [#]	1
TH		Theatre Elective+	3
		Design or Technical Theatre Elective	3
		English or Children's Literature Elective	3
		Total	16

4th year – Fall

TH	399	Theatre Production [#]	1
TH	407	Theatre for Youth Directing Workshop I*	2
TH	425	Theatre for Youth Production Seminar I*	1
TH		English, Theatre, Music or Art Elective(s)	3
		Open Elective(s)	6
		Total	13

4th year – Spring

TH	399	Theatre Production [#]	1
TH	408	Theatre for Youth Directing Workshop 2	2
TH	426	Theatre for Youth Production Seminar 2	1
TH		Design or Technical 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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Bachelor of Fine Arts in Theatre Stage Management

William Ingham, Associate Professor of Theatre
Ruebush Hall, Room 152, (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

1st year – Fall

TH	101	Basic Acting	3
TH	111	Stage Lighting	3
TH	213	Theatre Drawing	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15

1st year – Spring

DAPE		Dance Technique Elective	1
TH	102	Acting Techniques	3
TH	112	Stage Craft	3
		Art or Theatre Electives	3
		Scientific Literacy Elective (Domain 4)	3
		Open Elective(s)	2
		Total	15

2nd year – Fall

TH	207	Stage Management I*	3
TH	208	Script Analysis	3
TH	217	Fundamentals of Theatre Drafting ^(ALT)	3
TH	221	Stage Properties ^(ALT)	3
TH	355	American Musical Theatre I	3
TH	399	Theatre Production [#]	1
		Total	16

2nd year – Spring

TH	131	Stage Costuming	3
TH	141	Theatrical Stage Make-up	3
TH	215	Scenic Design ^(ALT)	3
TH	356	American Musical Theatre 2	3
TH	399	Theatre Production [#]	1
		The Individual in Society Elective (Domain 6)	3
		Total	16

3rd year – Fall

TH	211	Lighting Design ^(ALT)	3
TH	231	Costume Design 1 ^(ALT)	3
TH	310	Stage Management 2 ^(ALT)	3
TH	351	History of Theatre 1	3
TH	399	Theatre Production [#]	1
		Arts Management or Business Elective	3
		Total	16

3rd year – Spring

DAPE		Dance Technique Elective	1
TH	307	Directing	3
TH	352	History of Theatre 2	3
TH	399	Theatre Production [#]	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 1 ^(ALT)	3
	or		
TH	354	History of Fashion 2 ^(ALT)	
TH	490	Stage Management Internship 1	3
TH	491	Stage Management Internship 2	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 111, 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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

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 or 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

1st year – Fall

AP**	103	Applied Major	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*++	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	17.5
		With MUTC 107	18.5

1st year – Spring

AP**	103	Applied Major	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5
		With MUTC 108	17.5

1st year – Summer, Session 1

MUCH	331	Church Music 1	3
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1st year – Summer, Session 2

MUCH	332	Church Music 2	3
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2nd year – Fall

AP**	203	Applied Major	3
AP**		Applied Piano Minor	1
AP**		Applied Secondary Minor	1
MUEN		Ensemble	2
MUPP	263	Singer's Diction 1 (voice majors only)	2
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sightsinging	1
		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	201	Health Issues for Artists	.5
		Total	17.5

2nd year – Spring

AP**	203	Applied Major*	3
AP**		Applied Piano Minor	1
AP**		Applied Secondary Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUPP	264	Singer's Diction 2 (voice majors only)	2
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	17
		Voice Majors Total	19

2nd year – Summer, Session 1

MUCH	333	Church Music 3	3
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2nd year – Summer, Session 2

MUCH	334	Church Music 4	3
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3rd year – Fall

AP**	302	Applied Major	2
AP**		Applied Secondary Minor	1
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT	402	Oratorio/Choral Literature	3
		Music Elective	3
		(not to include performance or skill-based instruction)	
PRF	101	Performance Attendance	.5
		Scientific Literacy 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	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 Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	15.5
		Non-Voice Majors Total	17.5

3rd year – Summer, Session 1

MUCH	335	Church Music 5	3
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3rd year – Summer, Session 2

MUCH	336	Church Music 6	3
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Degree Total 121

Degree Total with MUTC 107-MUTC 108 123

**Minimum grade of "C" required.*

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically designated on the list of courses.

Applied Music Minimums

Applied Major (organ or voice): 6 consecutive semesters, AP** 103-AP** 203 plus 2 consecutive semesters, AP** 302.

Applied Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN-201.

Secondary minor (organ or voice, whichever is not applied major): 4 consecutive semesters, AP** 101-AP** 201.

Ensemble Requirements

12 total credits

Twelve ensemble credits to be earned in six different semesters, with ensemble participation every semester of full-time enrollment.

Bachelor of Music in Music Production and Recording Technology – Classical Applied Emphasis

Golder O'Neill, Associate Professor of Music
 Ruebush Hall, Room 136, (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

1st year – Fall

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	151	Recording Systems: Design and Application I*	2
MUTC	101	Introduction To Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
PRF	101	Performance Attendance	.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

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2

MUPP	152	Recording Systems: Design and Application 2*	2
MUPP	162	Recording Systems Studio Time	.5
MUPP	252	Remote Recording Practicum*	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Total	16
		With MUTC 108	17

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT		World Music Elective	1
MUPP	252	Remote Recording Practicum*	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sightsinging	1
MUTC	311	Jazz Theory I	2
PRF	201	Health Issues for Artists	.5
		Total	14.5

2nd year – Spring

AP**	202	Applied Major*	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUPP	251	Sound Reinforcement	2
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain I; MCOM 150 recommended)	3
		Total	17

3rd year – Fall

AP**	302	Applied Major	2
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUPP	253	Sound Reinforcement Practicum*	1
MUPP	350	Basic Electronics	2
MUPP	354	Tonmeister Seminar*	1
MUTC	419	MIDI and Electronic Music*	2
MUTC	421	Arranging	2
PRF	101	Performance Attendance	.5
		Total	16.5

3rd year – Spring

AP**	302	Applied Major	2
MUEN		Ensemble	2
MUPP	351	Digital and Advanced Recording*	2
MUPP	353	Studio Maintenance and Repair	1
MUPP	361	Digital and Advanced Recording Studio Time	.5
MUTC	420	Electronic Music Synthesis*	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
PHYS	103	Acoustics	3
		Moral Reasoning Elective (Domain 5)	3
		Total	17

4th year – Fall

AP**	402	Applied Major	2
MUEN		Ensemble	2
MUPP	461	Music Production 1*	2
MUPP	463	Mixdown Techniques Lab 1*	.5
MUPP	471	Music Production 1 Studio Time*	1
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 1, 3, 4, 5, 6 or 7)	3
		Total	17.5

4th year – Spring

AP**	402	Applied Major	2
MUEN		Ensemble	2
MUPP	462	Music Production 2*	2
MUPP	464	Mixdown Techniques Lab 2*	0.5
MUPP	472	Music Production 2 Studio Time*	1
MUTC	452	Advanced Song and Jingle Writing*	2
MUPP	465	Music Production and Recording Technology Internship (The internship follows the completion of all coursework, normally during the summer following the final semester of coursework.)	3
		Total	12.5
		Degree Total	126.5
		Degree Total with MUTC 107-MUTC 108	128.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 8 consecutive semesters, AP** 102-AP**402

Applied Minor (non-piano major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Minor (piano major): 4 consecutive semesters, AP**101-AP**201 in a single classical or jazz instrument.

Ensemble Requirements

16 total credits

Twelve credits of large ensemble earned in six different semesters, with ensemble participation every semester of full-time enrollment are required. Four additional credits of either large or small ensembles are required.

Bachelor of Music in Music Production and Recording Technology – Jazz Applied Emphasis

Golder O'Neill, Associate Professor of Music
 Ruebush Hall, Room 136, (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 Electric Bass, Guitar, Jazz Bass, Percussion, Piano, Saxophone, Trombone and Trumpet

1st year – Fall

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	151	Recording Systems: Design and Application 1*	2
MUTC	101	Introduction To Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students) (not required of jazz piano majors)	1
PRF	101	Performance Attendance	0.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5
		With MUTC 107	16.5

1st year – Spring

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUPP	152	Recording Systems: Design and Application 2*	2
MUPP	162	Recording Systems Studio Time	.5
MUPP	252	Remote Recording Practicum*	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students) (not required of jazz piano majors)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Total	16
		With MUTC 108	17

2nd year – Fall

AP**	201	Applied Jazz Major	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT		World Music Elective	1
MUPP	252	Remote Recording Practicum*	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sightsinging	1
MUTC	311	Jazz Theory I*	2
PRF	201	Health Issues for Artists	.5
		Effective Communication, Oral Communication Elective (Domain I; MCOM 150 recommended)	3
		Total	17.5

2nd year – Spring

AP**	201	Applied Jazz Major*	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MULT	432	Jazz History ^(ALT)	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 2	2
PRF	101	Performance Attendance	.5
		Total	18

3rd year – Fall

AP**	302	Applied Jazz Major	2
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	1
MULT	205	History of Western Music 3	2.5
MUPP	253	Sound Reinforcement Practicum*	1
MUPP	350	Basic Electronics	2
MUPP	354	Tonmeister Seminar*	1
MUTC	419	MIDI and Electronic Music*	2
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Total	15.5

3rd year – Spring

AP**	302	Applied Jazz Major	2
MUEN		Ensemble	1
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*	1
MUTC	421	Arranging	2
PRF	101	Performance Attendance	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	1
MUPP	461	Music Production I *	2
MUPP	463	Mixdown Techniques Lab I *	.5
MUPP	471	Music Production I Studio Time*	1
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 1, 3, 4, 5, 6 or 7)	3
		Total	16.5

4th year – Spring

AP**	402	Applied Jazz Major	2
MUEN		Ensemble	1
MUPP	343	Jazz Repertoire ^(ALT)	1
MUPP	462	Music Production 2*	2
MUPP	464	Mixdown Techniques Lab 2*	.5
MUPP	472	Music Production 2 Studio Time*	1
MUTC	414	Advanced Jazz Arranging and Composition ^(ALT)	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, normally during the summer following the final semester of coursework.)	
		Total	14.5
		Degree Total	129.5
		Degree Total with MUTC 107-MUTC 108	131.5

**Minimum grade of "C" required.*

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Sequences

Applied Major – All Instruments

Semesters 1 and 2: AP** 101, jazz, 1 credit, plus AP** 101, classical, 1 credit

Semesters 3 and 4: AP** 201, jazz, 1 credit, plus AP** 201, classical, 1 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 Electric Bass, Guitar, Jazz Bass, Percussion, Saxophone, Trombone and Trumpet Jazz Majors

Semesters 1 through 4: ACP 105-ACPC 206 or APPN 101-APPN 201, 4 credits

Minor study for Jazz Piano Majors

Semesters 1 and 2: Perform. Dev., Jazz Piano, APPD 101, 2 credits

Semesters 3 and 4: Perform. Dev., Jazz Piano, APPD 201, 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.

Ensemble Requirements

Percussion, Saxophone, Trombone and Trumpet Jazz Applied Majors

12 total credits

Eight credits of large ensemble earned in four different semesters, performing on major instrument, and four credits of large or small ensemble. Must include two completions of Jazz Combo: Improvisation Laboratory. Ensemble participation every semester of full-time enrollment is required.

Electric Bass, Guitar, Jazz Bass and Piano Jazz Applied Majors

12 total credits

Four credits of large ensemble earned in two different semesters, performing on major instrument.

No fewer than eight credits of large or small ensemble earned in six different semesters. Must include two completions of Jazz Combo: Improvisation Laboratory. Ensemble participation every semester of full-time enrollment is required.

Bachelor of Music in Composition

William Averitt, Professor of Music
 Ruebush Hall, Room 139, (540) 665-4630, waveritt@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 is 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 102, 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

1st year – Fall

APMC	102	Applied Composition	2
APPN	101	Applied Piano	1
MUEN		Ensemble	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 Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
Total			17.5

1st year – Spring

APMC	102	Applied Composition*	2
APPN	101	Applied Piano	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	16.5

2nd year – Fall

APMC	202	Applied Composition	2
APPN	201	Applied Piano	1
MUEN		Ensemble	2
MUTC	201	Chromatic Harmony and Compound Forms*	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sight Singing	1
MUTC	421	Arranging	2
PRF	201	Health Issues for Artists	.5
		Foreign Language Elective (Domain 7) (Selected from any contemporary language that is both written and spoken)	3
		Total	15.5

2nd year – Spring

APMC	202	Applied Composition	2
APPN	201	Applied Piano	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sight Singing	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7) (Selected from any contemporary language that is both written and spoken)	3
		Total	17

3rd year – Fall

APMC	302	Applied Composition	2
APPN	301	Applied Piano	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUTC	415	Contemporary Styles ^(ALT)	2
MUTC	419	MIDI and Electronic Music	2
PRF	101	Performance Attendance	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5

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	2
MULT		World Music Elective	1
MUTC	420	Electronic Music Synthesis	1
PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		Total	12

4th year – Fall

APMC	402	Applied Composition	2
APPN	401	Applied Piano	1
MUEN		Ensemble	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
APPN	401	Applied Piano	1
MUEN		Ensemble	2
MULT	401	Symphonic Literature ^(ALT)	3
MUTC	402	Form and Analysis 2	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.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Composition Major: 8 consecutive semesters, APMC 102-APMC 402.

Applied Piano Minor: 8 consecutive semesters, APPN 101-APPN 401.

Ensemble Requirements

16 total credits

Twelve credits of large ensemble earned in six different semesters, with ensemble participation every semester of full-time enrollment are required. Four additional credits of either large or small ensembles are required.

Course and Credit Requirements for the Bachelor Music in Composition Degree – Non-Piano Applied Emphasis

1st year – Fall

APMC	102	Applied Composition	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	233	Voice Class (non-voice minors only)	1
MUTC	101	Introduction to Music Theory*+	2
MUTC	310	Music Notation	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5
		Non-Voice Minor Total	16.5

1st year – Spring

APMC	102	Applied Composition*	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	15.5

2nd year – Fall

APMC	202	Applied Composition	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	201	Chromatic Harmony and Compound Forms*	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sight Singing	1
MUTC	421	Arranging	2
PRF	201	Health Issues for Artists	.5
		Foreign Language Elective (Domain 7) (Selected from any contemporary language that is both written and spoken)	3
		Total	15.5

2nd year – Spring

APMC	202	Applied Composition	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sight-singing	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7)	3
		(Select from any contemporary language that is both written and spoken)	
		Total	17

3rd year – Fall

APMC	302	Applied Composition	2
AP**		Applied Piano Minor	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUTC	107	Keyboard Harmony I (non-APCP students)	1
MUTC	415	Contemporary Styles ^(ALT)	2
MUTC	419	MIDI and Electronic Music	2
PRF	101	Performance Attendance	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5
		With MUTC 107	17.5

3rd year – Spring

APMC	302	Applied Composition	2
AP**		Applied Piano Minor	1
MUCO	363	Choral Conducting	1.5
	or		
MUCO	364	Instrumental Conducting	
MUEN		Ensemble	2
MULT		World Music Elective	1
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	420	Electronic Music Synthesis	1
PRF	101	Performance Attendance	.5
		Scientific Literacy 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	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	2
MULT	401	Symphonic Literature ^(ALT)	3
MUTC	402	Form and Analysis 2	2
		Music Elective(s)	2
		(not to include performance or skill-based instruction)	
		General Education Elective (Select from Domains 3, 4, 5 or 6)	3
		Total	15
		Degree Total (Non-Voice)	123
		Degree Total (Non-Voice) with MUTC 107-MUTC 108	125
		Degree Total (Voice)	122
		Degree Total (Voice) with MUTC 107-MUTC 108	124

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Composition Major: 8 consecutive semesters, APMC 102-APMC 402.

Applied Minor: 4 consecutive semesters, AP** 101-AP**201 in the entry audition instrument, and

Applied Piano Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Ensemble Requirements

16 total credits

Twelve credits of large ensemble earned in six different semesters, with ensemble participation every semester of full-time enrollment are required. Four additional credits of either large or small ensembles are required.

Bachelor of Music in Jazz Studies

Robert Larson, Associate Professor of Music
 Armstrong Hall, Room 18-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 21st 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 Electric Bass, Guitar, Jazz Bass, Percussion, Piano, Saxophone, Trombone and Trumpet.

1st year – Fall

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	101	Introduction To Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students) (not required of jazz piano majors)	1
MUTC	310	Music Notation	2
MUTC	311	Jazz Theory I	2
PRF	101	Performance Attendance	0.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	17.5
		With MUTC 107	18.5

1st year – Spring

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students) (not required of jazz piano majors)	1
MUTC	109	Ear Training*	2
MUTC	312	Jazz Theory 2	2
PRF	101	Performance Attendance	.5
		Total	14.5
		With MUTC 108	15.5

2nd year – Fall

AP**	201	Applied Jazz Major	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	151	Recording Systems: Design and Application I	2
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
		Effective Communication, Oral Communication Elective (Domain I; MCOM 150 recommended)	3
		Total	15.5

2nd year – Spring

AP**	201	Applied Jazz Major*	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MULT	432	Jazz History ^(ALT)	2
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Total	14

3rd year – Fall

AP**	303	Applied Jazz Major	3
AP**		Applied Minor	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT		World Music Elective	1
MUPP	303	Pedagogy of Jazz Teaching Techniques ^(ALT)	1
MUTC	419	MIDI and Electronic Music	2
MUTC	421	Arranging	2
PRF	101	Performance Attendance	.5
		Total	16.5

3rd year – Spring

AP**	303	Applied Jazz Major	3
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	338	Business of Studio Teaching ^(ALT)	1
MUPP	341	Half Recital	1
MUPP	343	Jazz Repertoire ^(ALT)	1
MUTC	420	Electronic Music Synthesis	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	15.5

4th year – Fall

AP**	403	Applied Jazz Major	3
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	413	Jazz Arranging and Composition	2
		Quantitative Literacy Elective (Domain 3)	3
		Scientific Literacy Elective (Domain 4)	3
		Total	14

4th year – Spring

AP**	403	Applied Jazz Major	3
AP**		Applied Minor	1
MUEN		Ensemble	2
MUPP	440	Full Recital	2
MUTC	414	Advanced Jazz Arranging and Composition ^(ALT)	2
		General Education Elective (Select from Domains 1, 3, 4, 5, 6 or 7)	3
		Total	13
		Degree Total	120.5
		Degree Total with MUTC 107-MUTC 108	122.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Sequences**Applied Major - All Instruments**

Semesters 1 and 2: AP** 101, jazz, 1 credit, plus AP** 101, classical, 1 credit

Semesters 3 and 4: AP** 201, jazz, 1 credit, plus AP** 201, classical, 1 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 Electric Bass, Jazz Bass, Percussion, Trombone and Trumpet Jazz Majors

Semesters 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 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 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 4 credits,

Semesters 5 and 6: APJK 101, 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 1 and 2: APCP 105-APCP 106 or APPN 101, 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 101, Jazz Piano, 2 credits

Minor study for Jazz Piano Majors

Semesters 1 and 2: APPD 101, 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.

Ensemble Requirements

Percussion, Saxophone, Trombone and Trumpet Jazz Applied Majors

16 total credits

Twelve credits of large ensemble earned in six different semesters, performing on major instrument, with ensemble participation every semester of full-time enrollment are required.

Four credits of either large or small ensembles are required. Must include two completions of Jazz Combo: Improvisation Laboratory.

Electric Bass, Guitar, Jazz Bass and Piano Jazz Applied Majors

16 total credits

Eight credits of large ensemble earned in four different semesters, performing on major instrument, with ensemble participation every semester of full-time enrollment are required.

No fewer than six credits of small ensemble earned in six different semesters plus two credits of large or small ensemble must be completed. Must include two completions of Jazz Combo: Improvisation Laboratory.

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-12 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-12 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 applied majors in voice, piano or guitar enroll in the choral/general concentration.

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 Marching Band Techniques or 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 Introduction to Lyric Diction, Choral Conducting, Jazz and Show Choir Methods or 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 and MUED 330 at Shenandoah University prior to directed teaching. Choral/General concentration students must complete MUED 321, MUED 322, and MUED 323 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

1st year – Fall

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUED	130	Orientation to Music Education*	1
MUEN		Ensemble	2
MUPP	313	Percussion Teaching Techniques*	1
MUTC	101	Introduction to Music Theory*+	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	18.5

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUED	135	Foundations of Education in Music*	2
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUPP	314	String Teaching Techniques*	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
PSY	101	General Psychology (Domain 6)	3
		Total	18.5

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
MUED	235	Reading and Literacy in Music*	2
MUEN		Ensemble	2
MUPP	233	Voice Class	1
MUPP	316	Woodwind Teaching Techniques 1*	1
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	2
MULT	204	History of Western Music 2*	2.5
MUPP	317	Woodwind Teaching Techniques 2*	1
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills*	1
MUTC	206	Advanced Sightsinging*	1
PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		(Recommended elective PHYS 103, Acoustics)	
		Total	18

3rd year – Fall

AP**	302	Applied Major	2
APCP	305	Advanced Piano and Keyboard Harmony Skills	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUED	329	Instrumental Music Methods and Materials 1*	3
MUED	333	Field Experience 1*	1
MUEN		Ensemble	2
MULT	205	History of Western Music 3*	2.5
MUPP	303	Pedagogy of Jazz Teaching Techniques*(ALT)	1
MUPP	318	Brass Teaching Techniques 1*	1
MUTC	421	Arranging	2
PRF	101	Performance Attendance	.5
		Total	17.5

3rd year – Spring

AP**	302	Applied Major	2
APCP	306	Score Reading*	1
MUCO	364	Instrumental Conducting*	1.5
MUED	330	Instrumental Music Methods and Materials 2*	3
MUED	334	Field Experience 2*	1
MUEN		Ensemble	2
MUPP	319	Brass Teaching Techniques 2*	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Total	14

4th year – Fall

AP**	402	Applied Major	2
MUED	324	Marching Band Techniques ^(ALT)	2
MUEN		Ensemble	2
MUPP	320	Guitar Class	1
MULT		World Music Elective	1
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	14

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.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 7 consecutive semesters, AP** 102-AP** 402.

Applied Minor (non-piano or organ major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Minor (piano or organ major): 4 consecutive semesters, AP** 101-AP** 201 in a single band or orchestral instrument, classical idiom.

Ensemble Requirements

14 total credits

Twelve credits of large ensemble earned in six different semesters performing on the major instrument, with ensemble participation every semester of full-time enrollment except during the student teaching semester.

Two additional credits of either large or small ensembles are required.

Requirements for the Bachelor of Music in Music Education Degree**– Choral/General Applied Emphasis****1st year – Fall**

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUED	130	Orientation to Music Education*	1
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	17.5

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUED	135	Foundations of Education in Music*	2
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MULT		World Music Elective	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
PSY	101	General Psychology (Domain 6)	3
		Total	18.5

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
MUED	235	Reading and Literacy in Music*	2
MUEN		Ensemble	2
MUPP	320	Guitar Class	1
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	16.5

2nd year – Spring

AP**	202	Applied Major*	2
AP**		Applied Minor	1
MUED	236	Introduction to Curriculum and Assessment in Music Education*	2
MUED	325	Jazz and Show Choir Methods*	1
MUEN		Ensemble	2
MUPP	260	Introduction to Lyric Diction	2
MULT	204	History of Western Music 2*	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills*	1
MUTC	206	Advanced Sightsinging*	1
PRF	101	Performance Attendance	.5
		Total	17

3rd year – Fall

AP**	302	Applied Major	2
APCP	305	Advanced Piano and Keyboard Harmony Skills	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUED	321	Pre-school and Elementary Choral/General Music Methods*	3
MUED	333	Field Experience 1*	1
MUEN		Ensemble	2
MULT	205	History of Western Music 3*	2.5
MUTC	421	Arranging	2
PRF	101	Performance Attendance	.5
		Total	15.5

3rd year – Spring

AP**	302	Applied Major	2
APCP	306	Score Reading*	1
MUCO	363	Choral Conducting*	1.5
MUED	322	Middle School Choral/General Music Methods*	3
MUED	334	Field Experience 2*	1
MUEN		Ensemble	2
MUPP	304	American Folk and Orff Instruments*	1
MUTC	422	Instrumentation	2
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	17

4th year – Fall

AP**	402	Applied Major	2
APCP	405	Keyboard Skills for Music Educators I	1
MUED	323	High School Choral/General Music Methods*	3
MUED	335	Field Experience 3*	1
MUEN		Ensemble	2
		Scientific Literacy Elective (Domain 4) (Recommended elective PHYS 103, Acoustics)	3
		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.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 7 consecutive semesters, AP** 102-AP** 402.

Applied Piano Minor (non-piano major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Voice Minor (piano major): 4 consecutive semesters, APVO 101-APVO 201.

Ensemble Requirements

14 total credits

Twelve credits of large ensemble earned in six different semesters performing on the major instrument, with ensemble participation every semester of full-time enrollment except during the student teaching semester.

Two additional credits of either large or small ensembles are required.

Bachelor of Music in Musical Theatre Accompanying

Karen Keating, Professor of Music
 Ruebush Hall, Room 138, (540) 665-4641, 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

1st year – Fall

APPN	102	Applied Piano	2
APVO	101	Applied Voice	1
DAPE		Dance Technique Elective - Ballet	1
MUEN		Ensemble	1
MUPP	260	Introduction to Lyric Diction	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I	1
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

APPN	102	Applied Piano	2
APVO	101	Applied Voice	1
MUEN		Ensemble	1
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		Total	15.5

2nd year – Fall

APPN	202	Applied Piano	2
APJK	101	Applied Jazz Piano	1
APVO	201	Applied Voice	1
DAPE		Dance Technique Elective - Jazz	1
MUEN		Ensemble	1
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
TH	101	Basic Acting	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	101	Applied Jazz Piano	1
APVO	201	Applied Voice	1
MUEN		Ensemble	1
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
TH	102	Acting Techniques	3
		Total	15

3rd year – Fall

APAC	302	Applied Accompanying	2
APCP	305	Advanced Piano and Keyboard Harmony Skills	1
APJK	201	Applied Jazz Piano	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	1
MULT	205	History of Western Music 3	2.5
MULT	355	American Musical Theatre I	3
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
		Total	13.5

3rd year – Spring

APAC	302	Applied Accompanying	2
APCP	306	Score Reading	1
APJK	201	Applied Jazz Piano	1
MUCO	363	Choral Conducting	1.5
MUCO	364	Instrumental Conducting	1.5
MUEN		Ensemble	1
MULT	356	American Musical Theatre 2	3
PRF	101	Performance Attendance	0.5
TH	203	Acting Through Song	2
		Total	13.5

4th year – Fall

APAC	402	Applied Accompanying	2
DAPE		Dance Technique Elective - Tap	1
MUEN		Ensemble	1
MUPP	440	Full Recital**	2
MUTC	401	Form and Analysis I	2
MUTC	421	Arranging	2
TH	403	Advanced Acting Through Song 1 (serving as accompanist)	2
	or		
TH	404	Advanced Acting Through Song 2 (serving as accompanist)	
		Moral Reasoning Elective (Domain 5)	3
		Total	15

4th year – Spring

APAC	402	Applied Accompanying	2
MUEN		Ensemble	1
MUPP	433	Anatomy and Function of the Singing Voice ^(ALT)	3
MUPP	440	Full Recital**	2
MUTC	402	Form and Analysis 2	2
MUTC	422	Instrumentation	2
		Quantitative Literacy Elective (Domain 3)	3
		Total	15
		Degree Total	121.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

**Recitals are to be fulfilled by accompanying the main stage or second stage musical, senior repertory and industry showcase, or the opera.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically designated on the list of courses.

Applied Music Sequence

Applied Piano Major

Semesters 1 and 2: APPN 102, Applied Piano, 2 credits

Semesters 3 and 4: APPN 202, Applied Piano, 2 credits, plus APJK 101, Applied Jazz Piano, 1 credit

Semesters 5 and 6: APAC 302, Applied Accompanying, 2 credits, plus APJK 201, Applied Jazz Piano, 1 credit

Semesters 7 and 8: APAC 402, Applied Accompanying, 2 credits

Applied Voice Minor

Semesters 1 and 2: APVO 101, 1 credit

Semesters 3 and 4: APVO 201, 1 credit

Ensemble Requirements

8 total credits

Minimum of eight total credits with ensemble participation every semester of full-time enrollment.

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.

Bachelor of Music in Performance

Vocal: Karen Keating, Professor of Music
 Ruebush Hall, Room 138, (540) 665-4641, kkeating@su.edu

Instrumental: Robert Larson, Associate Professor of Music
 Armstrong Hall, Room 18-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

1st year – Fall			
APGT	103	Applied Guitar	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	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

1st year – Spring

APGT	103	Applied Guitar	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		Total	16.5
		With MUTC 108	17.5

2nd year – Fall

APGT	203	Applied Guitar	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
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
		Moral Reasoning Elective (Domain 5)	3
		Total	14.5

2nd year – Spring

APGT	203	Applied Guitar*	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	16

3rd year – Fall

APGT	303	Applied Guitar	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT	435	Guitar Literature I ^(ALT)	2
MUUP	403	Guitar Pedagogy ^(ALT)	2
		Music Elective (may include content, performance or skill-based instruction)	1
	or		
MUEN	368	Chamber Music Ensemble (required if assigned)	
PRF	101	Performance Attendance	.5
		Total	14.5

3rd year – Spring

APGT	303	Applied Guitar	3
MUEN		Ensemble	2
MULT	436	Guitar Literature 2 ^(ALT)	2
MULT		World Music Elective	1
MUPP	341	Half Recital	1
MUTC	408	16th Century Counterpoint ^(ALT)	2
	or		
MUTC	409	18th Century Counterpoint ^(ALT)	
		Music Elective (may include content, performance or skill-based instruction)	1
	or		
MUEN	368	Chamber Music Ensemble (required if assigned)	
PRF	101	Performance Attendance	.5
		General Education Elective (Select from Domains 1, 3, 4, 5, 6 or 7)	3
		Total	15.5

4th year – Fall

APGT	403	Applied Guitar	3
MUEN		Ensemble	2
MUTC	401	Form and Analysis 1	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	2
MULT	401	Symphonic Literature ^(ALT)	3
MUPP	440	Full Recital	2
MUTC	402	Form and Analysis 2	2
		Music Elective (may include content, performance or skill-based instruction)	1
	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 107-MUTC 108	123.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Guitar Major: 8 consecutive semesters, APGT 103-APGT 403.

Applied Piano Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Ensemble Requirements

16 total credits

Sixteen credits earned in eight different semesters performing on major instrument, with ensemble participation every semester of full-time enrollment. Ensemble credits may be earned in a combination of large and small ensembles.

Course and Credit Requirements for the Bachelor of Music in Performance Degree – Piano Applied Emphasis

1st year – Fall

APPN	103	Applied Piano	3
AP**	101	Applied Minor	1
MUEN	323	Accompanying Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	18.5

1st year – Spring

APPN	103	Applied Piano	3
AP**	101	Applied Minor	1
MUEN	323	Accompanying Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		Total	17.5

2nd year – Fall

APPN	203	Applied Piano	3
AP**	201	Applied Minor	1
MUEN	323	Accompanying Ensemble	2
MUPP	330	Repertoire in Piano Ensemble ^(ALT)	2
MUPP	332	Piano Pedagogy ^(ALT)	2
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
		Total	15.5

2nd year – Spring

APPN	203	Applied Piano*	3
AP**	201	Applied Minor	1
MUEN	323	Accompanying Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	16

3rd year – Fall

APPN	303	Applied Piano	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	323	Accompanying Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT	411	Piano Literature 1 ^(ALT)	2
MUPP	341	Half Recital	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7) (Select from any contemporary language that is both written and spoken)	3
		Total	15.5

3rd year – Spring

APPN	303	Applied Piano	3
MUEN	323	Accompanying Ensemble	2
MULT	412	Piano Literature 2 ^(ALT)	2
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7) (Select from any contemporary language that is both written and spoken)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	14.5

4th year – Fall

APPN	403	Applied Piano	3
MUEN	323	Accompanying Ensemble	2
MUPP	336	Supervised Private Teaching	3
MUTC	401	Form and Analysis I	2
		General Education Elective (Select from Domains 1, 3, 4, 5 or 6)	3
		Total	13

4th year – Spring

APPN	403	Applied Piano	3
MUEN	323	Accompanying Ensemble	2
MULT	434	The Piano in Chamber Music ^(ALT)	2
MUPP	440	Full Recital	2
MUTC	402	Form and Analysis 2	2
		Music Elective(s)	2
		(not to include performance or skill-based instruction)	
		Total	13
		Degree Total	123.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Piano Major: 8 consecutive semesters, APPN 103-APPN 403.

Applied Minor: 4 consecutive semesters in a single classical keyboard instrument, AP** 101-AP** 201.

Ensemble Requirements

16 total credits

All ensemble credits to be earned in MUEN 323, Accompanying Ensemble, with ensemble participation every semester of full-time enrollment required.

Course and Credit Requirements for the Bachelor of Music in Performance Degree – Organ Applied Emphasis**1st year – Fall**

APOG	103	Applied Organ	3
APPN	101	Applied Piano	1
MUEN	323	Accompanying Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

APOG	103	Applied Organ	3
APPN	101	Applied Piano	1
MUEN	323	Accompanying Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2	1
MUTC	109	Ear Training*	2

PRF	101	Performance Attendance	.5
		Scientific Literacy Elective (Domain 4)	3
		Total	17.5

2nd year – Fall

APOG	203	Applied Organ	3
APPN	201	Applied Piano	1
MUEN	323	Accompanying Ensemble	2
MUPP	332	Piano Pedagogy ^(ALT)	2
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
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	16.5

2nd year – Spring

APOG	203	Applied Organ*	3
APPN	201	Applied Piano	1
MUEN	323	Accompanying Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16

3rd year – Fall

APOG	303	Applied Organ	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	323	Accompanying Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT	407	Organ Literature 1 ^(ALT)	2
MUPP	341	Half Recital	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7) (French, German or Italian only)	3
		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	2
MULT	408	Organ Literature 2 ^(ALT)	2
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective (Domain 7) (French, German or Italian only)	3
		Total	13

4th year – Fall

APOG	403	Applied Organ	3
MUEN	323	Accompanying Ensemble	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	2
MUPP	440	Full Recital	2
MUTC	402	Form and Analysis 2	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.*

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Organ Major: 8 consecutive semesters, APOG 103-APOG 403.

Applied Piano Minor: 4 consecutive semesters, APPN 101-APPN 201.

Ensemble Requirements

16 total credits

All ensemble credits to be earned in MUEN 323, Accompanying Ensemble, with ensemble participation every semester of full-time enrollment required.

Course and Credit Requirements for the Bachelor of Music in Performance Degree – Voice Applied Emphasis

1st year – Fall

APVO	103	Applied Voice	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MUPP	263	Singer's Diction I	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5
		With MUTC 107	17.5

1st year – Spring

APVO	103	Applied Voice	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUPP	264	Singer's Diction 2	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	18.5
		With MUTC 108	19.5

2nd year – Fall

APVO	203	Applied Voice	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MUPP	225	Opera Stage Training I	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sight Singing	1
PRF	201	Health Issues for Artists	.5
		Foreign Language Elective: French (Domain 7)	3
		Total	15.5

2nd year – Spring

APVO	203	Applied Voice*	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUPP	225	Opera Stage Training 2	1
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sight Singing	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective: German (Domain 7)	3
		Total	17

3rd year – Fall

APVO	302	Applied Voice	2
APAC	101	Applied Accompanying	1
APCH	101	Applied Coaching	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUPP	341	Half Recital	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective: Italian (Domain 7)	3
		Total	14.5

3rd year – Spring

APVO	302	Applied Voice	2
APAC	101	Applied Accompanying	1
APCH	101	Applied Coaching	1
MUEN		Ensemble	2
MULT	402	Oratorio/Choral Literature	3
	or		
MULT	420	Opera Literature ^(ALT)	
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
		Foreign Language Elective: French or German (Domain 7)	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	2
MULT	433	Survey of Vocal Literature ^(ALT)	3
MUTC	401	Form and Analysis I	2
		Scientific Literacy Elective (Domain 4)	3
		General Education Elective (Select from Domains 1, 3, 4, 5 or 6)	3
		Total	16

4th year – Spring

APVO	402	Applied Voice	2
APCH	201	Applied Coaching	1
MUEN		Ensemble	2
MUPP	440	Full Recital	2
MUPP	433	Anatomy and Function of the Singing Voice ^(ALT)	3
MUTC	402	Form and Analysis 2	2
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	15
		Degree Total	129.5
		With MUTC 107 AND 108	131.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

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

Applied Voice Major: 8 consecutive semesters, APVO 103-APVO 203 plus APVO 302-APVO 402.

Applied Piano Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201 plus 2 consecutive semesters, APAC 101.

Applied Vocal Coaching: 4 consecutive semesters, APCH 101 - APCH 201.

Ensemble Requirements

16 total credits

Twelve credits of large ensemble earned in six different semesters, with ensemble participation every semester of full-time enrollment required. Four additional credits of large or small ensembles are required.

Course and Credit Requirements for the Bachelor of Music in Performance Degree – Wind, String or Percussion Applied Emphasis

1st year – Fall

AP**	103	Applied Major	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	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

1st year – Spring

AP**	103	Applied Major	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MULT		World Music Elective	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
		Total	14.5
		With MUTC 108	15.5

2nd year – Fall

AP**	203	Applied Major	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
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
		Scientific Literacy Elective (Domain 4)	3
		Total	14.5

2nd year – Spring

AP**	203	Applied Major*	3
AP**		Applied Piano Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	16

3rd year – Fall

AP**	303	Applied Major	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
		Music Elective (may include content, performance or skill-based instruction)	1
	or		
		MUEN 368 Chamber Music Ensemble (required if assigned)	
PRF	101	Performance Attendance	.5
		General Education Elective (Select from Domains 1, 3, 4, 5, 6 or 7)	3
		Total	13.5

3rd year – Spring

AP**	303	Applied Major	3
APTT	101	Applied Teaching Techniques	1
MUCO	364	Instrumental Conducting	1.5
MUEN		Ensemble	2
MUPP	341	Half Recital	1
MUTC	408	16th Century Counterpoint ^(ALT)	2
	or		
MUTC	409	18th Century Counterpoint ^(ALT)	
		Music Elective (may include content, performance or skill-based instruction)	1
	or		
		MUEN 368 Chamber Music Ensemble (required if assigned)	
PRF	101	Performance Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	15

4th year – Fall

AP**	403	Applied Major	3
MUEN		Ensemble	2
MULT		Departmental Literature selected from the following: ^(ALT)	3
		MULT 403 for brass majors	
		MULT 409 for percussion majors	
		MULT 413 for woodwind majors	
		MULT 417 for string majors	
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	2
MULT	401	Symphonic Literature ^(ALT)	3
MUPP	440	Full Recital	2
MUTC	402	Form and Analysis 2	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.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 8 consecutive semesters, AP** 103-AP**403.

Applied Piano Minor: 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Ensemble Requirements

16 total credits

Sixteen credits earned in eight different semesters performing on major instrument, with ensemble participation every semester of full-time enrollment. Ensemble credits may be earned in a combination of large and small ensembles.

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

1st year – Fall

APAC	103	Applied Accompanying	3
APHC	101	Applied Harpsichord	1
MUEN	323	Accompanying Ensemble	2
MUPP	260	Introduction to Lyric Diction	2
MUTC	101	Introduction to Music Theory*+	2
MUTC	107	Keyboard Harmony I	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
Total			17.5

1st year – Spring

APAC	103	Applied Accompanying	3
APHC	101	Applied Harpsichord	1
MUEN	323	Accompanying Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2	1

MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.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	2
MULT	411	Piano Literature 1 ^(ALT)	2
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
		General Education Elective (Select from Domains 1, 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	2
MULT	204	History of Western Music 2	2.5
MULT	412	Piano Literature 2 ^(ALT)	2
MUPP	332	Piano Pedagogy ^(ALT)	2
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
PRF	101	Performance Attendance	.5
		Total	17

3rd year – Fall

APAC	303	Applied Accompanying	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	323	Accompanying Ensemble	2
MULT	205	History of Western Music 3	2.5
MULT	433	Survey of Vocal Literature ^(ALT)	3
PRF	101	Performance Attendance	.5
		Foreign Language Elective (French, German or Italian only)	
		(Domain 7)	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	2
MULT		World Music Elective	1
MUPP	341	Half Recital	1
PRF	101	Performance Attendance	.5

Foreign Language Elective (French, German or Italian only) (Domain 7)	3
Scientific Literacy Elective (Domain 4)	3
Total	15

4th year – Fall

APAC 403	Applied Accompanying	3
MUEN 323	Accompanying Ensemble	2
MUPP 330	Repertoire for Piano Ensemble ^(ALT)	2
MUPP 440	Full Recital	2
MUTC 401	Form and Analysis I	2
	Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
	Moral Reasoning Elective (Domain 5)	3
	Total	17

4th year – Spring

APAC 403	Applied Accompanying	3
MUEN 323	Accompanying Ensemble	2
MULT 420	Opera Literature ^(ALT)	3
MULT 434	The Piano in Chamber Literature ^(ALT)	2
MUPP 440	Full Recital	2
MUTC 402	Form and Analysis 2	2
	Total	14
	Degree Total	130

**Minimum grade of "C" required.*

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

(ALT) Offered on alternating schedule; consult with advisor.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Accompanying: 8 consecutive semesters, APAC 103-APAC 403.

Applied Minor: 2 consecutive semesters, APHC 101, Applied Harpsichord, plus 2 consecutive semesters, APHC 201, APOG 101, APJK 101 or APVO 101.

Ensemble Requirements

16 total credits

All ensemble credits to be earned in MUEN 323, Accompanying Ensemble, with ensemble participation every semester of full-time enrollment required.

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, procedures and necessary forms 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 100- 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*.

Course and Credit Requirements for the Bachelor of Music Therapy Degree – Classical Applied Emphasis

1st year – Fall

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	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 Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5
		Non-Guitar Major/Minor Total	16.5

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
MUTH	312	Music in Therapy*	2
PRF	101	Performance Attendance	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17.5

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
DAPE		Dance Technique Elective	1
MUEN		Ensemble	2
MULT		World Music Elective	1
MUPP	233	Voice Class (non-voice majors/minors only)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sightsinging	1
MUTH	321	Standards of Clinical Practice*	2
PRF	201	Health Issues for Artists	.5
PSY	325	Psychology in the Classroom	3
		Total	17.5
		Non-Voice Major/Minor Total	18.5

2nd year – Spring

AP**	202	Applied Major*	2
AP**		Applied Minor	1
DAPE		Dance Technique Elective	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
MUTH	322	Music Therapy Methods*	2
MUTH	340	Music Therapy Practicum: Gerontology*	2
PRF	101	Performance Attendance	.5
		Total	17

3rd year – Fall

AP**	302	Applied Major	2
APCP	305	Advanced Piano and Keyboard Harmony Skills	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUTC	107	Keyboard Harmony I (non-APCP students)	1
MUTH	331	Psychology of Music*	2
MUTH	350	Music Therapy Practicum: Developmental Disabilities*	2
PRF	101	Performance Attendance	.5
PSY	310	Abnormal Psychology	3
		Total	16.5
		With MUTC 107	17.5

3rd year – Spring

AP**	302	Applied Major	2
MUEN		Ensemble	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 101 – Introduction to Sociology	
		PSY Elective	
		ANTH 213 – Cultural Anthropology	
		(or additional electives provided 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	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 (with Lab) (Domain 4)	4
		Total	14

4th year – Spring

MUTH	482	Music Therapy Internship**	12
	or		
MUTH	483	Music Therapy Internship 1 and	3
MUTH	484	Music Therapy Internship 2 and	3
MUTH	485	Music Therapy Internship 3 and	3
MUTH	486	Music Therapy Internship 4	3
		Total	12
		Degree Total (Non-Guitar or Non-Voice)	129.5
		Degree Total (Non-Guitar or Non-Voice) with MUTC 107	130.5
		Degree Total (Guitar or Voice)	128.5
		Degree Total with MUTC 107 (Guitar or Voice)	129.5

*Minimum grade of "C" required.

**A minimum grade point average of 2.5 in core Music Therapy courses is required prior to enrollment in Music Therapy Internship.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Applied Music Minimums

Applied Major: 7 consecutive semesters, AP**102-AP**402.

Applied Minor (non-piano major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Minor (piano major): 4 consecutive semesters, AP**101-AP**201 in a single classical or jazz instrument.

Ensemble Requirements

14 total credits

Six credits of large ensemble earned in three different semesters performing on major instrument. Two credits of small ensemble. Six additional credits of large or small ensemble. Participation in every semester of full-time enrollment except the internship semester required.

Course and Credit Requirements for the Bachelor of Music Therapy Degree – Jazz Applied Emphasis

Jazz Applied Emphasis available in Electric Bass, Guitar, Jazz Bass, Percussion, Piano, Saxophone, Trombone and Trumpet.

1st year – Fall

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	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 Attendance	.5
ENG	101	English Composition (Domain I)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5
		Non-Guitar Major Total	16.5

1st year – Spring

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
MUTH	312	Music in Therapy*	2
PRF	101	Performance Attendance	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17.5

2nd year – Fall

AP**	201	Applied Jazz Major	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
DAPE		Dance Technique Elective	1
MUEN		Ensemble	2
MULT		World Music Elective	1
MUPP	233	Voice Class	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	203	Intermediate Aural Skills	1
MUTC	205	Intermediate Sightsinging	1
MUTH	321	Standards of Clinical Practice*	2
PRF	201	Health Issues for Artists	.5
PSY	325	Psychology in the Classroom	3
		Total	18.5

2nd year – Spring

AP**	201	Applied Jazz Major*	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
DAPE		Dance Technique Elective	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	202	20th Century Theory	2
MUTC	204	Advanced Aural Skills	1
MUTC	206	Advanced Sightsinging	1
MUTH	322	Music Therapy Methods*	2
MUTH	340	Music Therapy Practicum: Gerontology*	2
PRF	101	Performance Attendance	.5
		Total	17

3rd year – Fall

AP**	302	Applied Jazz Major	2
AP**		Applied Minor	1
APCP	305	Advanced Piano and Keyboard Harmony Skills	1
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
MUTC	107	Keyboard Harmony I (non-APCP students; not required)	

		of Jazz piano majors)	1
MUTH	331	Psychology of Music*	2
MUTH	350	Music Therapy Practicum: Developmental Disabilities*	2
PRF	101	Performance Attendance	.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	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 101 – Introduction to Sociology	
		PSY Elective	
		ANTH 213 – Cultural Anthropology	
		(or additional electives provided 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	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 (with Lab) (Domain 4)	4
		Total	14

4th year – Spring

MUTH	482	Music Therapy Internship**	12
	or		
MUTH	483	Music Therapy Internship 1 and	3
MUTH	484	Music Therapy Internship 2 and	3
MUTH	485	Music Therapy Internship 3 and	3
MUTH	486	Music Therapy Internship 4	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.

**A minimum grade point average of 2.5 in core Music Therapy courses is required prior to enrollment in Music Therapy Internship.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Applied Music Sequence

Applied Major – All Instruments

Semesters 1 and 2: AP** 101, jazz, 1 credit, plus AP** 101, classical, 1 credit

Semesters 3 and 4: AP** 201, jazz, 1 credit, plus AP** 201, classical, 1 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 Electric Bass, Jazz Bass, Percussion, Trombone or Trumpet Jazz Majors

Semesters 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 4 credits

Semesters 5 and 6: APJK 101, Applied Jazz Piano, 2 credits

Minor study for Jazz Guitar Majors

Semesters 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 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 1 and 2: APCP 105-APCP 106 or APPN 101, 2 credits

Semester 3: APJK 101, Applied Jazz Piano, 1 credit

Semester 4: APCL 101, Applied Clarinet, 1 credit

Semester 5: APFL 101, Applied Flute, 1 credit

Semester 6: AP 101, Applied Jazz Piano, Clarinet or Flute, 1 credit

Minor study for Jazz Piano Majors

Semesters 1 and 2: APPD 101, 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

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.

Ensemble Requirements

14 total credits

Six credits of large ensemble earned in three different semesters performing on major instrument. Two credits of small ensemble. Six additional credits of large or small ensemble. Participation in every semester of full-time enrollment except the internship semester required.

Bachelor of Science in Arts Management

David Edelman, Assistant Professor of Arts Management
 Ruebush Hall, Room 129-C, (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

1st year – Fall

AP**	102	Applied Major	2
AP**		Applied Minor	1
AMGT	305	Fundamentals of Arts Management*	3
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
AMGT	312	Marketing for the Arts*	3
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
BA	303	Legal Environment of Business	3
		Total	18.5

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	107	Keyboard Harmony I (non-APCP students)	1
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	2
MULT	204	History of Western Music 2	2.5
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	202	20th Century Theory	2
PRF	101	Performance Attendance	.5
EC	211	Principles of Macroeconomics (Domain 6)	3
		Arts Management (AMGT) or Business (BA) 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	2
MULT	205	History of Western Music 3	2.5
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain I; MCOM 150 recommended)	3
		Total	17.5

3rd year – Spring

AP**	302	Applied Major	2
AMGT	314	Production/Project Management in the Arts 2*	3
MUEN		Ensemble	2
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
MCOM	205	Introduction to Public Relations	3
		General Education Elective (Select from Domains 1, 3, 4, 5 or 7)	3
		Total	14.5

4th year – Fall

AMGT	418	Governance of Arts Organizations*	3
MUEN		Ensemble	2
BA	307	Introduction to Management and Organizational Behavior	3
BA	453	Human Resource Management and Business Ethics	3
		Scientific Literacy Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	17

4th year – Spring

AMGT	401	Arts Management Internship 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	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.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 6 consecutive semesters, AP** 102-AP** 302.

Applied Minor (non-piano major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Minor (piano major): 4 consecutive semesters, AP** 101-AP** 201, in a single classical or jazz instrument.

Ensemble Requirements

14 total credits

Twelve credits of large ensemble earned in six different semesters performing on major instrument. Two additional credits of large or small ensemble. Participation in every semester of enrollment except the internship semester required.

Course and Credit Requirements for the Bachelor of Science in Arts Management Degree – Music Concentration: Jazz Applied Emphasis

Jazz Applied Emphasis available in Electric Bass, Guitar, Jazz Bass, Percussion, Piano, Saxophone, Trombone and Trumpet.

1st year – Fall

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
AMGT	305	Fundamentals of Arts Management*	3
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory*+	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

AP**	101	Applied Jazz Major	1
AP**	101	Applied Classical Major	1
AP**		Applied Minor	1
AMGT	312	Marketing for the Arts*	3
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	.5
BA	303	Legal Environment of Business	3
		Total	18.5

2nd year – Fall

AP**	201	Applied Jazz Major	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	107	Keyboard Harmony I (non-APCP students; not required of Jazz piano majors)	1
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**	201	Applied Jazz Major*	1
AP**	201	Applied Classical Major	1
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MUTC	108	Keyboard Harmony 2 (non-APCP students; not required of Jazz piano majors)	1

MUTC	202	20th Century Theory	2
PRF		Performance Attendance	.5
EC	211	Principles of Macroeconomics (Domain 6)	3
		Arts Management (AMGT) or Business (BA) Elective	3
		Total	16
		With MUTC 108	17

3rd year – Fall

AP**	302	Applied Jazz Major	2
AP**		Applied Minor	1
AMGT	313	Production/Project Management in the Arts 1*	3
AMGT	317	Financial Management for Arts Organizations*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
PRF	101	Performance Attendance	.5
		Effective Communication, Oral Communication Elective (Domain 1; MCOM 150 recommended)	3
		Total	18.5

3rd year – Spring

AP**	302	Applied Jazz Major	2
AP**		Applied Minor	1
AMGT	314	Production/Project Management in the Arts 2*	3
MUEN		Ensemble	2
MULT		World Music Elective	1
PRF	101	Performance Attendance	.5
MCOM	205	Introduction to Public Relations	3
		General Education Elective (Select from Domains 1, 3, 4, 5 or 7)	3
		Total	15.5

4th year – Fall

AMGT	418	Governance of Arts Organizations*	3
MUEN		Ensemble	2
BA	307	Introduction to Management and Organizational Behavior	3
BA	453	Human Resource Management and Business Ethics	3
		Scientific Literacy Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	17

4th year – Spring

AMGT	401	Arts Management Internship 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	3
		Elective(s) (may be taken to attain full-time status)	(3)
		Total	9(12)
		Degree Total	128.5
		With MUTC 107 AND 108	130.5

*Minimum grade of "C" required.

+Upon completion of MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Sequence

Applied Major – All Instruments

Semesters 1 and 2: AP**101, jazz, 1 credit, plus AP**101, classical, 1 credit

Semesters 3 and 4: AP**201, jazz, 1 credit, plus AP**201, classical, 1 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 Electric Bass, Jazz Bass, Percussion, Trombone or Trumpet Jazz Majors

Semesters 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 4 credits

Semesters 5 and 6: APJK 101, Applied Jazz Piano, 2 credits

Minor study for Jazz Guitar Majors

Semesters 1 through 4: APCP 105-APCP 206 or APPN 101-APPN 201, 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 1 and 2: APCP 105-APCP 106 or APPN 101, 2 credits

Semester 3: APJK 101, Applied Jazz Piano, 1 credit

Semester 4: APCL 101, Applied Clarinet, 1 credit

Semester 5: APFL 101, Applied Flute, 1 credit

Semester 6: AP** 101, Applied Jazz Piano, Clarinet or Flute, 1 credit

Minor study for Jazz Piano Majors

Semesters 1 and 2: APPD 101, 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

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.

Ensemble Requirements

14 total credits

Six credits of large ensemble earned in three different semesters, performing on major instrument. Two credits of small ensemble. Six additional credits of large or small ensemble. Participation is required in every semester of enrollment except the internship semester.

Course and Credit Requirements for the Bachelor of Science in Arts Management Degree – Theatre Concentration: Acting Emphasis

1st year – Fall

AMGT	305	Fundamentals of Arts Management*	3
PRF	101	Performance Attendance	.5
TH	101	Basic Acting	3
ART		Art Elective (not to include skill-based instruction; ART 200 recommended)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

AMGT	312	Marketing for the Arts*	3
PRF	101	Performance Attendance	.5
TH	102	Acting Techniques	3
TH	112	Stagecraft	3
BA	303	Legal Environment of Business	3
ENG	102	Introduction to Literature (Domain 2)	3
		Total	15.5

2nd year – Fall

PRF	201	Health Issues for Artists	.5
TH	111	Stage Lighting	3
TH	201	Scene Study I	3
TH	351	History of Theatre I	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 ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	202	Scene Study 2	3
TH	352	History of Theatre 2	3
EC	211	Principles of Macroeconomics (Domain 6)	3
		Arts Management or Business Elective	3
		Scientific Literacy Elective (Domain 4)	3
		Total	18.5

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 I ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	207	Stage Management I	3
TH	353	History of Fashion I ^(ALT)	3
		The Individual in Society Elective (Domain 6)	3
		Total	18.5

3rd year – Spring

AMGT	314	Production/Project Management in Arts 2*	3
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	354	History of Fashion 2 ^(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 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	3
		Elective (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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Course and Credit Requirements for the Bachelor of Science in Arts Management

Degree – Theatre Concentration: Technical Theatre Emphasis

1st year – Fall

AMGT	305	Fundamentals of Arts Management*	3
PRF	101	Performance Attendance	.5
TH	101	Basic Acting	3
TH	112	Stagecraft	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

AMGT	312	Marketing for the Arts*	3
PRF	101	Performance Attendance	.5
TH	131	Stage Costuming	3
TH	141	Theatrical Stage Make-up	3
BA	303	Legal Environment of Business	3
ENG	102	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
		Total	17.5

2nd year – Fall

PRF	201	Health Issues for Artists	.5
TH	111	Stage Lighting	3
TH	213	Theatre Drawing	3
TH	351	History of Theatre I	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 ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	352	History of Theatre 2	3
ART		Art Elective (not to include skill-based instruction; ART 200 recommended)	3
EC	211	Principles of Macroeconomics (Domain 6)	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	101	Performance Attendance	.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 2*	3
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
PRF	101	Performance Attendance	.5
TH	354	History of Fashion 2 ^(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	Stage Properties ^(ALT)	3
BA	307	Introduction to Management and Organizational Behavior	3
		Scientific Literacy Elective (Domain 4)	3
		The Individual in Society Elective (Domain 6)	3
		Total	15

4th year – Spring

AMGT	401	Arts Management Internship 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	3
		Elective (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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Course and Credit Requirements for the Bachelor of Science in Arts Management Degree – Dance Concentration

1st year – Fall

AMGT	305	Fundamentals of Arts Management*	3
DA	111	Modern Dance I	2
DA	121	Ballet I	2
DA	141	Dance Improvisation	2
DA	351	Dance Production I	1
DA		Dance Technique Elective(s)	2
PRF	101	Performance Attendance	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	18.5

1st year – Spring

AMGT	312	Marketing for the Arts*	3
DA	112	Modern Dance 2	2
DA	122	Ballet 2	2
DA	241	Dance Composition I	2
DA		Dance Technique Elective(s)	2
PRF	101	Performance Attendance	.5
BA	303	Legal Environment of Business	3
		Total	14.5

2nd year – Fall

DA	211	Modern Dance 3	2
DA	221	Ballet 3	2
DA	242	Dance Composition 2	2
DA	353	Dance Production 3	1
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 4	2
DA	222	Ballet 4	2
DA	354	Dance Production 4	1
PRF	101	Performance Attendance	.5
EC	211	Principles of Macroeconomics (Domain 6)	3
		Effective Communication, Oral Communication Elective (Domain I; MCOM 150 recommended)	3
		Scientific Literacy 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 1*	3
AMGT	317	Financial Management for Arts Organizations*	3
DA	131	Jazz I	2
DA	471	History and Philosophy of Dance 1 ^(ALT)	3
DA		Dance Technique Elective(s)	2
PRF	101	Performance Attendance	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5

3rd year – Spring

AMGT	314	Production/Project Management in Arts 2*	3
DA	132	Jazz 2	2
DA	472	History and Philosophy of Dance 2 ^(ALT)	3
MULT	275	Survey of Western Music ^(ALT)	3
PRF	101	Performance Attendance	.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 1, 3, 4 or 5)	3
		Total	17

4th year – Spring

AMGT	401	Arts Management Internship 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	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.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Bachelor of Science in Music with Elective Studies in Another Discipline

Garrick Zoeter, Assistant Professor of Music
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The Bachelor of Science in Music with Elective Studies in Another Discipline curriculum offers students the opportunity to focus on music studies as well as in another field of study, which may include a non-arts related area. The plan for study in the second discipline is developed and approved in advance.

Program Objectives

Students completing the Bachelor of Science in Music with Elective Studies in Another Discipline will be able to:

- demonstrate musicianship in solo and ensemble performance;
- demonstrate the ability to lead a class or ensemble;
- demonstrate knowledge of a secondary field of study;
- demonstrate knowledge of music theory, music history and world music;
- 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 Music with Elective Studies in Another Discipline

1st year – Fall

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MUTC	101	Introduction to Music Theory**+	2
MUTC	107	Keyboard Harmony 1 (non-APCP students)	1
PRF	101	Performance Attendance	.5
ENG	101	English Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Elective Discipline**	3
		Total	16.5
		With MUTC 107	17.5

1st year – Spring

AP**	102	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	203	History of Western Music I	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony 2 (non-APCP students)	1
MUTC	109	Ear Training*	2
PRF	101	Performance Attendance	0.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5
		With MUTC 108	16.5

2nd year – Fall

AP**	202	Applied Major	2
AP**		Applied Minor	1
MUEN		Ensemble	2
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
		The Individual in Society Elective (Domain 6)	3
		Elective Discipline**	3
		Total	16.5

2nd year – Spring

AP**	202	Applied Major*	2
AP**		Applied Minor	1
MUEN		Ensemble	2
MULT	204	History of Western Music 2	2.5
MULT		World Music Elective	1
		Music Elective(s)	2
		(not to include performance or skill-based instruction)	
PRF	101	Performance Attendance	.5
		Elective Discipline**	3
		Total	14

3rd year – Fall

AP**	302	Applied Major	2
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble	2
MULT	205	History of Western Music 3	2.5
PRF	101	Performance Attendance	0.5
		General Education Elective (Select from Domains 1, 3, 4, 5 or 7)	3
		Elective Discipline**	3
		Total	14.5

3rd year – Spring

AP**	302	Applied Major	2
MUEN		Ensemble	2
PRF	101	Performance Attendance	.5
		Music Elective(s)	2
		(not to include performance or skill-based instruction)	
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Elective Discipline**	6
		Total	15.5

4th year – Fall

		Music Elective(s)	2
		(not to include performance or skill-based instruction)	
		Scientific Literacy Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Elective Discipline**	6
		Total	14

4th year – Spring

Music Elective(s)	2
(not to include performance or skill-based instruction)	
General Education Elective (Select from Domains 1, 3, 4, 5 or 7)	3
Elective Discipline**	6
Open Elective(s)	3
(not to include performance or skill-based instruction)	
Total	14
Degree Total	120.5
Degree Total with MUTC 107-MUTC 108	122.5

*Minimum grade of "C" required.

+After initial registration in MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 is completed.

** Elective study courses must be approved in advance by the Conservatory associate dean for undergraduate studies; General Education electives may not be double counted as elective study courses.

Electives

Consult with advisor to select appropriate electives.

Elective credits must bring degree total to minimum of 120 credits.

Elective credits may be used to fulfill general education requirements. Note that some credits required for the major will also complete general education requirements.

Elective credits applied to degree requirements may not include performance- or skill-based instruction unless specifically so designated on the list of courses.

Applied Music Minimums

Applied Major: 6 consecutive semesters, AP**102-AP**302.

Applied Minor (non-piano major): 4 consecutive semesters, APCP 105-APCP 206 or APPN 101-APPN 201.

Applied Minor (piano major): 4 consecutive semesters, AP**101-AP**201 in a single classical or jazz instrument.

Ensemble Requirements

12 total credits

Twelve credits of large ensemble earned in six different semesters, with ensemble participation every semester of full-time enrollment until requirement is completed.

Elective Discipline Options

30 total credits

Areas of study include, but are not limited to, Mathematics, English, History, Chemistry, Religion, Environmental Studies, Psychology, Sociology, Mass Communication, Business Studies and Computer Technology.

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 contains basic skill development for church musicians and is offered in three summer sessions, each one week in length, during 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 or 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		Credit Hours
MUCH 331	Church Music I		3
MUCH 332	Church Music 2		3
MUCH 333	Church Music 3		3
MUCH 334	Church Music 4		3
MUCH 335	Church Music 5		3
MUCH 336	Church Music 6		3
	Total		18

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 ^(ALT)	2
MUET 302	Methods of Ethnomusicology ^(ALT)	2
MUET 401	Field Experience in Ethnomusicology ^(ALT)	2
MULT 361	Survey of World Music: South Asia/Middle East/Europe	1
MULT 362	Survey of World Music: Sub-Saharan Africa/Caribbean	1
MULT 363	Survey of World Music: The Americas	1
MULT 364	Survey of World 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
	Electives in Arts Management	3
	Electives 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

(ALT) Offered on alternating schedule; consult with advisor.

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 2	2.5
MULT 205	History of Western Music 3	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.

+After initial registration in MUTC 101, students must remain continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201 and MUTC 202 are completed.

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** 101 (2 consecutive semesters)	
AP**	Applied Minor (Jazz)	4
	AP** 101-AP** 201 (4 consecutive semesters)	
MUEN 375	Jazz Combo: Improvisation Laboratory	1
MUPP 343	Jazz Repertoire ^(ALT)	1
MUTC 101	Introduction to Music Theory*+	2
MUTC 102	Diatonic Harmony and Simple Forms*	3
MUTC 109	Ear Training*	2
MUTC 311	Jazz Theory I	2
MUTC 312	Jazz Theory 2	2
MUTC 413	Jazz Arranging and Composition	2
	or	
MULT 432	Jazz History ^(ALT)	
	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 1*	3
AMGT	314	Production/Project Management in the Arts 2*	3
AMGT	317	Financial Management for Arts Organizations*	3
AMGT	418	Governance of Arts Organizations*	3
AMGT	401	Arts Management Internship 1	3
AMGT	402	Arts Management Internship 2	3
AMGT	403	Arts Management Internship 3	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 1	2
		Dance Theory Electives chosen from the following:	6
DA	242	Dance Composition 2	
DA	261	Creative Movement for Children	
DA	341	Dance Composition 3	
DA	342	Dance Composition 4	
DA	371	Dance Science: Kinesiology ^(ALT)	
DA	372	Dance Science: Biomechanics ^(ALT)	
DA	471	History and Philosophy of Dance 1 ^(ALT)	
DA	472	History and Philosophy of Dance 2 ^(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 of Theatre 1	3
		or	
TH	352	History of Theatre 2	
		Open Electives in Theatre	3
		Total	24

Enrollment in TH 102 or higher requires permission of the Theatre division chair.

SCHOOL OF HEALTH 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 health-care 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 23233-1463; (804) 367-4515; 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:

1. 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 Web site: www.ncsbn.org/271.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 NLNAC/CCNE accredited schools. 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.

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/co-requisite 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- and 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:

1. 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:

- 93 - 100 = A
- 85 - 92 = B
- 78 - 84 = C
- 70 - 77 = D
- Below 70 = F

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:

1. 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-Pharmacy-form.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

Required clinical and classroom experiences including student responsibility for arranging their own transportation to and from clinical facilities and between campus sites

Standardized tests

Malpractice insurance

Photocopying beyond the limit covered in the basic tuition (refer to the *DON Student Handbook* for limit)

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-Year Track 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-Year Track must meet the following guidelines:

1. 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 (Biology 121, Biology 231 and 232 - Anatomy and Physiology I and II, Biology 260 - Microbiology, and Chemistry 121) and a 3.0 GPA in the remaining prerequisites for nursing in order to progress to the nursing 200-level courses.

BSN Curriculum Plan

1st Year – 1st Semester

BIO	121	General Biology I and Lab (SL)	4
CHEM	121	General Chemistry I and Lab (SL)	4
FYS	101	Going Global: First-Year Seminar (IW)	3
PSY		Psychology elective (IS)	3
		Total	14

1st Year – 2nd Semester

BIO	231	Human Anatomy and Physiology I and Lab (SL)	4
ENG	101	Composition (EC)	3
BIO	260	Microbiology and Lab	4
N	121	Medical Terminology	1
SOC		Sociology elective (IS)	3
		Total	15

2nd Year – 1st Semester

BIO	232	Human Anatomy and Physiology II and Lab	4
MR		General Education Elective (MR)	3
AX		General Education Elective (AX)	3
MATH	207	Introduction to Statistics (QL)	3
MCOM	150	Principles of Public Speaking (EC)	3
		Total	16

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 – 1st 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	0/1
N		Nursing Elective	3
		Total	16

4th Year – 1st 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 Ethics 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

Transfer Five-Semester Track

The 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 can be completed in five academic semesters. Students in the transfer track must have completed all prerequisites prior to admission. Applicants seeking admission to the BSN Transfer Track must meet the following guidelines:

Fall Deadline: August 1 Spring Deadline: December 1

- 1. 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 (SL: Scientific Literacy)	4
Human Anatomy and Physiology II with lab (SL: Scientific Literacy)	4
Chemistry with lab (SL: Scientific Literacy)	4
Microbiology with lab (SL: Scientific Literacy)	4

- 4. A cumulative GPA of 3.0 in these prerequisite/general education courses:

Medical Terminology	1
English Composition (EC: Effective Communication)	3
Public Speaking (EC: Effective Communication)	3
Introduction to Psychology (IS: The Individual in Society)	3
Introduction to Sociology (IS: The Individual in Society)	3
Statistics (QL: Quantitative Literacy)	3

Courses that satisfy the following SU general education domains:

AX (Artistic Expression)	3
MR (Moral Reasoning)	3
IW (The Individual in the World)	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 Five-Semester Track (Fall and Spring Admission)

1st Semester

N	200	Fundamentals of Nursing Practice	3/1
N	201	Health Assessment	3/1
NLAB	222	Skills for Nursing Practice I	0/1
N	272	Pathophysiology	3
N	283	Pharmacotherapy	3
		Total	15

2nd 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 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	0/1
N		Nursing Elective	3
		Total	16

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 Ethics in Professional Nursing Practice	3
		Total	12

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	415	Emergency Preparedness and Disaster Nursing	3
		Total	14
		Program Total	121

Accelerated Second Degree Track

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. Applicants seeking admission to the Accelerated Second Degree Track must have completed or show evidence of the following in order to be considered for admission:

- 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.
- Two letters of recommendation.
- All prerequisite courses must be completed prior to enrollment.

Prerequisites

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	1
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)

1st Year – Fall

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

1st Year – Spring

N	214	Health Across Lifespan: Adults I	3/2
N	306	Theory, Reasoning and Research in Nursing	3
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	17

1st Year – Summer

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	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	Transition to Professional Practice	3
N	414	Leadership and Ethics in Professional Nursing Practice	3
N	415	Emergency Preparedness and Disaster Nursing	3
		Total	17
		Program Total	64

(Spring Admission)**1st 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

1st 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

1st 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 Ethics in Professional Nursing Practice	3
N	415	Emergency Preparedness and Disaster Nursing	3
		Total	17
		Program Total	64

Registered Nurse (RN) to BSN Track

The Division of Nursing offers advanced placement for Registered Nurses who hold an associate degree or a diploma in nursing. For RNs admitted into the program, advanced placement by transfer of credit is offered for general education and nursing courses from other accredited institutions of higher education. Students may complete the program on a full-time or part-time basis. Upon completion of prerequisite courses, students may complete the Bachelor of Science in Nursing degree in two semesters of full-time study and/or three to six semesters of part-time study. The program, including prerequisite courses, requires a total of 121 credits. Nursing courses for RN students are offered on Tuesdays and Wednesdays each semester. As with other undergraduate nursing students, RNs participate in the technology program. Interested applicants are strongly encouraged to meet with a nursing advisor to review transcripts from previous academic institutions.

Applicants seeking admission to the RN-BSN track must have completed or show evidence of the following in order to be considered for admission:

1. An associate degree or diploma in nursing from an accredited program of nursing.
2. Cumulative GPA of 2.5 on a 4.0 scale of all undergraduate coursework.*
3. A current Virginia license to practice as a registered nurse.

No grade lower than "C" will be transferred. All course credits for transfer are evaluated on an individual basis.

**Students who do not meet the 2.5 GPA requirements may apply for admission to the RN to BSN track on a provisional status. Upon completion of nine credits in the nursing curriculum, a student may apply for a change of status from provisional admission to full admission to the RN to BSN track.*

Students admitted to the program must demonstrate evidence of a health assessment course prior to entering the N 401 Community course. Students have the option to take the NLN standardized exam to challenge the N 201 Health Assessment course for credit.

Of the 121 credits required for graduation, a total of 30 credits must be taken at Shenandoah University to graduate with a baccalaureate degree in nursing. The last 24 credits of the 30 total must be taken at Shenandoah University. RN transfer students must meet SU general education requirements.

An articulation agreement between Shenandoah University and Lord Fairfax Community College is on file for RN students seeking transfer of credits for baccalaureate completion in nursing (RN-BSN track).

Transfer Nursing Credits from RN program 46

Course	Title	Credit Hours
SL	Human Anatomy and Physiology I, II and Labs	8
SL	Microbiology and Lab	4
SL	College or General Chemistry and Lab	4
EC	English Composition	3
AX	English Literature	3
IS	Psychology	3
IS	Sociology (prerequisite to N 401)	3

MR	General Education: Moral Reasoning (prerequisite to N 414)	3
EC	Public Speaking	3
QL	Statistics (prerequisite to N 306)	3
IW	General Education: The Individual in the World	3
	General Education: Elective	3
	(Refer to SU General Education Requirements)	
	Subtotal	43

Required Nursing Courses

Course	Title	Credit Hours
N 311	Concepts of Professional Nursing Practice	2
N 201	Health Assessment	4
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 Ethics in Professional Nursing Practice	3
N 415	Emergency Preparedness and Disaster Nursing	3
	Nursing Electives if needed	9
	Total	32
	BSN Total	121

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 W. Recny, Program Director
Health Professions Building – Respiratory Care
1775 North Sector Court, (540) 535-3592, 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 three-semester transfer track is for students transferring to Shenandoah University without any respiratory therapy credentials, or who may have taken some respiratory care coursework, but are not credentialed respiratory therapists.

Entrance 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:

1. A grade of "C" or better is required in all respiratory care courses.
2. Students must meet the physical requirement of SU's main clinical affiliates for essential job functions.
3. Students are enrolled in the program subject to its policies and guidelines, copies of which are available in the Respiratory Care program office.
4. Students are responsible for arranging their own transportation to and from clinical facilities and between campus sites.

Requirements for the Bachelor of Science in Respiratory Care – 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.

In order to be accepted into this program of study, students must have an Associate of Science (AS) degree from a program accredited by the Commission of Accreditation of

Respiratory Care (CoARC). 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.

The program consists of 120 credits of BS degree course requirements, 30 of which satisfy Shenandoah University's general education requirements for graduation. The student's AS degree provides 58 elective credits. 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 studies while maintaining employment.

Requirements for the Bachelor of Science in Respiratory Care – Three-Semester Transfer Track

This track is available to students who do not hold any respiratory therapy credentials. Students must complete all program prerequisites and Shenandoah University general education requirements before enrolling in any Respiratory Care courses.

The student must complete the following courses:

Course		Title	Credit Hours
Program Prerequisites			
BIO	231	Human Anatomy and Physiology I	4
BIO	232	Human Anatomy and Physiology II	4
BIO	260	Microbiology	4
PHYS	111	College Physics I	4
CHEM	121	General Chemistry	4
ENG	101	Composition	3
MATH	101	Pre-calculus I	3
Respiratory Care Courses			
RC	305	Foundations of Neonatal and Pediatric Respiratory Care	3
RC	351	Advanced Techniques in Adult Critical Care	3
RC	404	Respiratory Health and Disease I	3
RC	406	Respiratory Health and Disease II	3
RC	407	Mechanical Ventilatory Support	3
RC	410	Cardiorespiratory Physiology	3
RC	411	Methodology of Respiratory Care I	4
RC	412	Applied Respiratory Care I	4
RC	421	Methodology of Respiratory Care II	3
RC	422	Applied Respiratory Care II	4
RC	423	Respiratory Care Seminar	2
RC	433	Clinical Practice III	4
		General Electives	3
		Total	68

CENTER FOR INTERNATIONAL PROGRAMS

Bethany Galipeau-Konate, Director
Cooley Hall, International and Cross-cultural Center,
Room 114, 540-542-6285

Purpose and Vision Statement

The Center for International Programs (CIP) at Shenandoah University facilitates successful connections for learning between the university community and the world. CIP is recognized as 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 50 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.

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) and the Global Experiential Learning (GEL) programs. Moreover, the Office of Study Abroad works collaboratively with academic advisors to assist students with study abroad learning options for a semester or academic year. 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. Information and resources related to the three offices can be found on the university Blackboard site under the SU Community Tab by searching for the related organization for each.

COURSE DESCRIPTIONS

AMERICAN STUDIES (AMST)

AMST 310 American Autobiography

This is a history of the American Self as redefined by commentators from John Woolman to Annie Dillard. Individual works by Woolman, Franklin, Thoreau, Douglass, Adams, Merton, Angelou and Dillard will be examined in their historical contexts and with reference to race and gender as important formative factors in self identity. Prerequisites: ENG 102. Three credits.

AMST 315 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.

AMST 340 The 1960s

Through examination of history, literature, popular arts and contemporary media, this course will seek out the spirit of the 1960s, characterized by rejection of the establishment and the empowerment of youth. The continuing impact of the 1960s, for better or worse, will also be examined. Three credits.

ANTHROPOLOGY (ANTH)

ANTH 210 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 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 301 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**)

General Education: Domain 2: CE

In these course descriptions, AP** = curricular study and AE** = elective study; ** stands for a two-letter code used for registration and **** stands for the name of the applied area, as follows:

Woodwinds

FL = Flute
OB = Oboe
CL = Clarinet
BN = Bassoon
SX = Saxophone
RC = Recorder*

Voice

VO = Voice

Brass

HN = Horn
TP = Trumpet
TN = Trombone
BT = Euphonium/Baritone
TB = Tuba

Strings

VN = Violin
VA = Viola
VC = Cello
DB = Double Bass
HP = Harp
GT = Guitar
LT = Lute
BJ = Banjo*

Keyboard

PN = Piano
HC = Harpsichord
OG = Organ
OI = Organ Improvisation*

Percussion

PR = Percussion

Jazz

JS = Jazz Saxophone
JT = Jazz Trumpet
JB = Jazz Trombone
JG = Jazz Guitar
JK = Jazz Piano

JP = Jazz Percussion
EB = Jazz Electric Bass
JD = Jazz Double Bass

Other Applied Areas

AC = Accompanying
MC = Composition
CN = Conducting
CH = Coaching
DA = Dance

Specialized Applied Areas

PD = Performance Development
RP = Teaching Repertoire
RS = Recital Study
SR = Score Reading
TT = Teaching Techniques

Available as elective applied study only (AE101, 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 specific music curricula to fulfill degree requirements as described in specific curriculum outlines. Open to students in other curricula 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.

AP 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

1 credit (per semester)

Individual lessons for students to fulfill degree requirements as described in specific major or minor 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 101 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 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 101 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. Applied performance development is normally limited to students enrolled in guitar and applied jazz majors.

APPD 101 Applied Performance Development

Applied performance study; one half-hour lesson per week. One credit.

APPD 102 Applied Performance Development

Continuation of APPD 101; one half-hour lesson per week. One credit.

APPD 301 Applied Performance Development

Continuation of APPD 201; one half-hour lesson per week. One credit.

APPD 401 Applied Performance Development

Continuation of APPD 301; one half-hour lesson per week. One credit.

Applied Teaching Repertoire (APRP)

Review of repertoire, from easy to difficult, designed for beginning through adult learners, performing that repertoire to identify mastery problems. Instruction designed to provide knowledge and bibliographic information of repertoire for teaching in a studio situation at all levels of difficulty. The course includes preparation of an annotated bibliography of specific materials, design of specific courses of study and compilations of recitals for students of varying ages.

APRP 101 Applied Teaching Repertoire

Applied repertoire study; 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 101 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 Score Reading (APSR)

Development of skills related to reading open scores at the keyboard, including score reduction as appropriate. Choral and instrumental open scores are included along with study of transposition as related to instrumental scores.

APSR 101 Applied Score-Reading

Applied score-reading study; one half-hour lesson per week. One credit.

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 101 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 Basic Piano and Keyboard Harmony Skills 1

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. The fee structure normally associated with private study is applicable. Offered each semester: One credit.

APCP 106 Basic Piano and Keyboard Harmony Skills 2

A continuation of APCP 105. Each category continues at a more advanced level. The fee structure normally associated with private study is applicable. Prerequisite: APCP 105. Offered each semester: One credit.

APCP 205 Basic Piano and Keyboard Harmony Skills 3

A continuation of APCP 106. Each category continues at a more advanced level. The fee structure normally associated with private study is applicable. Prerequisite: APCP 106. Offered each semester: One credit.

APCP 206 Basic Piano and Keyboard Harmony Skills 4

A continuation of APCP 205 and completion of basic piano requirements through projects involving skills directly related to possible vocational needs. Student must pass the final examination to pass the class. The fee structure normally associated with private study is applicable. Prerequisite: APCP 205. Offered each semester: 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. The fee structure normally associated with private study is applicable. Offered each fall semester: 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. Offered each spring semester: One credit.

APCP 405 Keyboard Skills for Music Educators 1

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. The fee structure normally associated with private study is applicable. Prerequisite: APCP 306 or equivalent proficiency. One credit.

APCP 406 Keyboard Skills for Music Educators 2

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. The fee structure normally associated with private study is applicable. Prerequisite: APCP 405 or equivalent proficiency. One credit.

ART (ART)

ART 101 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 101. Prerequisite: ART 101. 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 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)

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 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 312 and AMGT 317. Three credits.

AMGT 314 Production/Project Management in the Arts 2

Course is designed to build upon the concepts introduced in Production/Project Management in the Arts 1. 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 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. Prerequisite: AMGT 305, ISCT 204, and BA 211. Three credits.

AMGT 401 Arts Management Internship 1

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 402 Arts Management Internship 2

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 3

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 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

A individual instruction setting for projects in arts management. Project must be approved by the dean of the Conservatory and the chairman of the Conservatory Academics Division 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 Studies curriculum. One, two or three credits.

BIOLOGY (BIO)

BIO 105 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 implications of scientific knowledge. This course also forms part of a three-course series with PHYS 105 and CHEM 105. 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 105 The Natural World lab must be taken concurrently. Four credits.

BIO 121 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 121 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. Prerequisites: earned a grade of "C-" or better in BIO 121. BIOL 122 General Biology II lab must be taken concurrently. Four credits.

BIO 191 Introduction to Biology Research

This course is designed to give biology majors 1) 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. Fall semester. 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. Prerequisites: earned grade of "C-" or better in BIO 121. BIOL 192 Forensic Science Biotechnology lab must be taken concurrently. Four credits.

BIO 201 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 231 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 121. BIOL 231 Anatomy and Physiology I lab must be taken concurrently. Four credits.

BIO 232 Human Anatomy and Physiology II

As a continuation of BIO 231, 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 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 121. BIOL 260 Microbiology lab must be taken concurrently. Four credits.

BIO 312 Genetics

This course introduces the major concepts of transmission, molecular and population genetics. Emphasis will be placed upon the various modes of Mendelian (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 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 122. BIOL 321 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 122, as well as one additional biology course above BIO 201. BIOL 325 Animal Behavior lab must be taken concurrently. Four credits.

BIO 337 Embryology

An introduction to the developmental processes of the integumentary, digestive, excretory, reproduction, muscle, skeletal, circulatory, nervous, endocrine and respiratory systems in the embryo and fetus. Three-hour lecture plus three-hour laboratory per week. Offered as needed. Prerequisites: BIO 121 and BIO 122 or BIO 232 or permission of the instructor. BIOL 337 Embryology lab must be taken concurrently. Four credits.

BIO 342 Plant Taxonomy

A survey of representative families, general and species of vascular plants (i.e. ferns, fern allies, gymnosperms and angiosperms) through class presentations, field trips and lab work. Students will gain a familiarity with local flora, botanical nomenclature, taxonomic procedures and the use of taxonomic keys. In addition, the class will examine and apply selected techniques for plant community analysis. Three lecture hours and three laboratory hours per week. Prerequisites: BIO 121 and BIO 122. BIOL 342 Plant Taxonomy lab must be taken concurrently. Four credits.

BIO 344 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 121 and BIO 122. BIOL 344 Plant Morphology lab must be taken concurrently. Four credits.

BIO 351 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 121 and BIO 122. BIOL 351 Vertebrate Zoology lab must be taken concurrently. Four credits.

BIO 364 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 BIO 122. Three credits.

BIO 365 Diseases in History

This course is an interdisciplinary topics course examining the impact of human disease on the development of human history. Topics to be discussed include 1) 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 grades of "C" or better in BIO 121, BIO 122, or HIST 101 or HIST 102. Three credits.

BIO 395 Topics

Selected topics in biology for reading, discussion, writing, laboratory and field investigation. Prerequisites: BIO 121 and BIO 122. Offered as needed. BIOL 395 Topics lab might be taken concurrently. Two to four credits.

BIO 409 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 BIO 121, BIO 122, CHEM 121 and CHEM 122. 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 121, BIO 122, CHEM 121 and CHEM 122. BIOL 420 Developmental Biology lab must be taken concurrently. Four credits.

BIO 436 Advanced Human Physiology

An in-depth study of endocrine, cardiovascular, pulmonary and kidney function, including the role of each system in maintaining the internal environment. Three-hour lecture plus three-hour laboratory per week. Offered as needed. Prerequisites: CHEM 121 and BIO 121 and BIO 122 or BIO 232. Four credits. BIOL 436 Advanced Human Physiology lab must be taken concurrently.

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, as well as in BIO 121 and Bio 122 or in BIO 231 and BIO 232. BIOL 465 Medical Microbiology 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 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: 1) clinical laboratory science (medical technology), 2) cytology (cytotechnology), 3) cytogenetics, 4) histology (histotechnology), 5) histocompatibility technologist, 6) ultrasound technology, and 7) radiology (radiation technician, nuclear medicine technology). Prerequisites: BIO 121 and BIO 122, BIO 260, CHEM 121 and CHEM 122, and junior or senior standing. Offered as needed. 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. Prerequisites: junior or senior standing and permission of the instructor. 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. Prerequisites: junior or senior standing and permission of instructor. 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 107 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 112 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 1) 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 101, corequisite: ISCT 204. Three credits.

BA 211 Principles of Accounting I

An introduction of the fundamentals of accounting which is 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 Principles of Accounting II

A continuation in the study of accounting fundamentals which cover 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. Prerequisite: BA 203, 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: BSB junior-level standing. Three credits.

BA 310 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 BSB junior-level standing. Three credits.

BA 311 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 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 311. Three credits.

BA 315 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 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 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 112 or BA 103. Three credits.

BA 330 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 statement; time value of money; the consumption-investment decision; the various instruments of debt and equity; and valuation methods. Prerequisite: BSB junior-level standing. Three credits. Normally offered in the spring.

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 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. Prerequisites: BSB junior-level standing (or BA 112 for minor in entrepreneurship). Three credits.

BA 361 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 purpose-built 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, BSB 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 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 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. Prerequisite: BSB junior-level standing and BA 302. Three credits.

BA 404 Corporate Finance

Analysis of operations and forecasting of capital requirements; working capital decisions; capital budgeting; cost of capital; acquisition and management of corporate capital; financial management decision making within the context of corporate governance; application of derivative securities. Prerequisites: BA 212 and BA 330. Three credits. Normally offered in the fall.

BA 412 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 414. Three credits.

BA 418 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 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. Normally offered in the spring.

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 212. Three credits.

BA 426 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. Normally offered in the spring of odd-numbered years.

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: BSB senior-level standing. Three credits.

BA 442 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 system, 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. Prerequisite: BSB senior-level standing and BA 395. Three credits.

BA 446 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. Prerequisite: BSB senior-level standing and BA 395. Three credits.

BA 453 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: BSB senior-level standing. Three credits.

BA 454 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 design-based approaches that enhance business model innovation, expand 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. Prerequisites: 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 Seminar in International Business

This seminar provides an opportunity for students to experience first hand 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 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 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 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. Normally offered in the spring of even-numbered years.

BA 490 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 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 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 121 General Chemistry I lab must be taken concurrently. Four credits.

CHEM 122 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: CHEM 121; must have 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 titrimetry. Gravimetric and colorimetric analysis are included. Three-hour lecture plus three-hour laboratory per week. Prerequisite: must have a "C-" or better in CHEM 122. CHML 211 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: must have a "C-" or better in CHEM 122. CHML 301 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: CHEM 301; must have a "C" or better in CHEM 301. CHML 302 Organic Chemistry II lab must be taken concurrently. Four credits.

CHEM 311 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: must have a "C-" or better in CHEM 122. CHML 311 Instrumental Analysis lab must be taken concurrently. Four credits.

CHEM 317 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: must have a "C-" or better in CHEM 122. CHML 317 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: must have a "C-" or better in CHEM 122 and MATH 202. CHML 321 Physical Chemistry I lab must be taken concurrently. Four credits.

CHEM 322 Physical Chemistry II

This course is a continuation of CHEM 321. Three-hour lecture plus three-hour laboratory per week. Prerequisite: CHEM 321. CHML 322 Physical Chemistry II lab must be taken concurrently. Four credits.

CHEM 331 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: CHEM 121 and CHEM 122. Must have a "C-" or better grade in CHEM 122. CHML 331 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. Prerequisites: CHEM 331. Must have a "C-" or better in CHEM 331. CHML 332 Biochemistry II lab must be taken concurrently. Four credits.

CHEM 380 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. Check with department chair for availability. 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 211, 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, CHEM 302 and permission of the instructor. Two credits.

It is strongly recommended that students enroll in this course in the fall or spring of their junior year.

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 211, CHEM 302, CHEM 491 and permission of the instructor. Two credits.

CHURCH MUSIC (MUCH)**MUCH 331 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 2

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 3

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 4

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 Church Music 5

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 6

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 Church Music Internship

Supervised practical experiences in a church music setting for a minimum of 150 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 201 Introduction to Criminal Justice**

A survey of the organization and practices of police, courts and prisons in America. Three credits.

CJ 261 Juvenile Delinquency

Defining and explaining delinquency, its social context and types of intervention. Three credits.

CJ 295 Topics in Criminal Justice

Investigation of specific topics or issues in the field of criminal justice. Three credits.

CJ 305 Criminal Theory

A review of the classical and contemporary schools of criminal theory. Prerequisite: CJ 201. Three credits.

CJ 321 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 201. 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 201. Three credits.

CJ 323 Corrections

Examination of theories and programs that inform and compose corrections in the United States. Prerequisite: CJ 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 401 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 or permission of instructor. Three credits.

CJ 495 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 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. Prerequisites: CJ 201 and permission of the instructor. One to three credits.

DANCE (DA)**DA 111 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 112 Modern Dance 2

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 121 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 Ballet 2

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 121. Two credits.

DA 131 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 132 Jazz 2

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 131. Two credits.

DA 141 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 Contemporary Partnering

Exploration of contact improvisation and contemporary partnering skills. Prerequisite: Concurrent enrollment in DAPE 152 (or previous coursework in contact improvisation). One credit.

DA 191 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 211 Modern Dance 3

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 112. Two credits.

DA 212 Modern Dance 4

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 211. Two credits.

DA 221 Ballet 3

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 Ballet 4

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 231 Jazz 3

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 4

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 231. Two credits.

DA 241 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 2

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 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 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 2, to complete the Pilates Mat Teacher Training Completion Certificate. Consult with the instructor for details. Prerequisite: One semester of college level anatomy approved by the instructor. Corequisite: Concurrent enrollment in DA 191 Pilates Mat. Two credits.

DA 292 Pilates Mat Teacher Training 2

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 291 Pilates Mat Teacher Training I. Corequisite: Concurrent enrollment in DA 191 Pilates Mat. One credit.

DA 311 Modern Dance 5

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 Modern Dance 6

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 311. Two credits.

DA 321 Ballet 5

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 Ballet 6

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 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 5

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 6

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 331. Two credits.

DA 341 Dance Composition 3

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 4

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 341. Two credits.

DA 351 Dance Production 1

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 2

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 3

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 351. One credit.

DA 354 Dance Production 4

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 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 jazz dance technique course. Open to dance majors only. Two credits.

DA 371 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. Prerequisites Open by audition only. One credit.

DA 386 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 2

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 entry-level 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 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 History and Philosophy of Dance 2

A continuation of DA 471. Three credits.

DA 495 Special Topics

Investigation of a specialized area of dance knowledge in a class or studio setting. Prerequisite: Permission of the instructor. One, two, or three credits, dependent upon topic.

DA 498 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 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. Prerequisite: Permission of instructor. 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. Prerequisite: Permission of the instructor. Two credits.

DAED 333 Field Experience I

DAED 334 Field Experience 2

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. Prerequisite: Permission of the instructor. 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 113 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 114 Modern Dance 2

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 113. One credit.

DAPE 120 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 120. One credit.

DAPE 124 Ballet 2

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 1

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 120. One credit.

DAPE 134 Jazz 2

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 133. One credit.

DAPE 135 Tap 1

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 136 Tap 2

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 135. 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 191 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. 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 3

For the non-dance major; continued training with emphasis on increasing technical proficiency and awareness of the art form. Prerequisite: DAPE 124. One credit.

DAPE 224 Ballet 4

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 3

For the non-dance major; a continuation of the study of technique in the jazz style, with emphasis on performance skills. Prerequisite: DAPE 134. One credit.

DAPE 234 Jazz 4

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 3

Continued study of tap dancing, with emphasis on complex rhythms and advanced technical skills. Prerequisite: DAPE 136. One credit.

DAPE 236 Tap 4

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 1

A course for musical theatre majors (and others with permission of the instructor) that develops skills, knowledge and processes for the study of music 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 2

A course for music theatre majors (and others with permission of the instructor) that develops skills, knowledge and processes for the study of music 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 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 311 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 211, MATH 101. Three credits.

EC 312 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 212, MATH 101. Three credits.

EC 340 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. Prerequisite: Sophomore-level standing and at least one business or economics course. Three credits.

EC 350 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.

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-12) 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 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 I 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 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 301 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 301 and acceptance into teacher education program. Three credits.

EDU 346 Methods and Assessments in Middle and Secondary 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 middle/secondary school. Prerequisites: EDU 301 and acceptance into teacher education program. Three credits.

EDU 403 Special Topics in Education

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. Prerequisite: Permission of the instructor. One, two, or three credits.

EDU 441 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. Prerequisite: EDU 341. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.* Nine credits.

EDU 461 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. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.* Nine credits.

ENGLISH (ENG)**ENG 101 Composition**

Instruction and practice designed to increase competence in communication, with primary emphasis on expository writing. Three credits.

ENG 102 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 101 or permission of the department. Three credits.

ENG 201 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 102. 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 102. Three credits.

ENG 210 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 101. Three credits.

ENG 213 Literature in Critical Perspectives

Instruction in modern critical approaches to literature. Prerequisite: ENG 102. Three credits.

ENG 235 Ancient World Literature

A survey of selected literary masterpieces from Classical times to the Renaissance. Prerequisite: ENG 102. Three credits.

ENG 310 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 102. Three credits.

ENG 315 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 321-340 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 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 10 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 102. Three credits.

ENG 341-360 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 18th Century British Novel

In the last decades of the 17th 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 102. Three credits.

ENG 346 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 102. 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 102. Three credits.

ENG 349 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 102. Three credits.

ENG 350 Modern British Novel

Students will read several of this century's most important novels, including Conrad's "Heart of Darkness" (1902), a novel by Forster, "Lawrence's Sons and Lovers" (1913), Joyce's "Portrait of the Artist as a Young Man" (1916), Woolf's "Mrs. Dalloway" (1925), a novel by Greene or Golding, and Lessing's "Golden Notebook" (1962). 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 102. 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 102. Three credits.

ENG 361-380 Studies in Drama

Studies in drama in which wide reading of exemplary works is the basis of critical analysis and discussion. Prerequisite: ENG 102. Three credits.

ENG 361 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. English 361 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 102. Three credits.

ENG 362 Modern Continental Drama

This course is a survey of Continental drama from Ibsen to Ionesco, 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, English 363 involves the study of plays representing the range of Shakespeare's dramatic works. Prerequisite: ENG 102. Three credits.

ENG 365 Modern American Drama

Modern American Drama is a course in critical reading, discussion and reflection on some of the finest American plays from 1915 to 1965. Featured playwrights include O'Neill, Odets, Sherwood, Saroyan, Wilder, Anderson, Williams, Miller and Albee. Prerequisite: ENG 102. Three credits.

ENG 366 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 381-399 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 381 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 102. 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 102. 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 102. 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 100 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 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 105 or permission of the instructor. Three credits.

ESL 108 Intermediate Listening Comprehension

Listening comprehension continues to be developed through hearing and pronouncing difficult words and syllabifications in American English and through developing strong note-taking skills in academic lecture situations. Prerequisites: ESL 100 and 103 or permission of the instructor. 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 100 and 105 or permission of the instructor. Three credits.

ESL 121 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 101, English Composition, so that students can transfer the skills learned in ESL 121 to mainstream academic classes. Graduate students may choose to take ESL 121 as a stand-alone course. Prerequisite: ESL 106 or permission of the instructor. 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 150, 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 109 or permission of the instructor. 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 100 or 200 level course in Arts & Sciences. Graduate students may choose to take this class along with any graduate-level course. Prerequisites: ESL 121, 122 or permission of the instructor. Three credits.

ENVIRONMENTAL STUDIES (ES)**ES 101 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 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 105 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. Prerequisites: One of the following: ES 101 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 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. Does not meet any general education requirements. Two lecture hours per week. Prerequisite: One of the following: ES 101, ES 105, BIO 121 or BIO 122. Two credits.

ES 300 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. Prerequisites: A computer-intensive course or permission of the instructor. Three credits.

ES 319 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 101. 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 121 and BIO 122 or ES 101, 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 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. Does not meet any general education requirements. Two lecture hours per week. Prerequisite: One of the following: ES 101, ES 105, ES 290 or BIO 321. Two credits.

ES 395 Topics in Environmental Studies

Selected topics in environmental studies for reading, discussion, writing and project work. Offered as needed. Prerequisite: permission of the instructor. Two or three credits.

ES 399 Directed Study

Directed study in a wide variety of areas of environmental studies. May be repeated for credit. Prerequisite: Permission of the instructor. One, two or three credits.

ES 401 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 419 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 101 and junior standing. SOC 101 or PSCI 101 recommended. ELAB 419 Community and Regional Studies Lab must be taken concurrently. Four credits.

ES 421 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. Prerequisite: BIO 321 or the equivalent. Three-hour lecture plus three-hour laboratory per week. 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 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 101 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.

FRENCH (FR)**FR 101 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 FR 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: FR 101. 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 102 or permission of the instructor. 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 or permission of the instructor. Three credits.

FR 301 French Conversation

Development of oral expression and fluency with emphasis on expansion of vocabulary and attention to grammatical correctness. Offered in the fall of every year. 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 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 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 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 101 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 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.

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. Three-hour lecture plus three-hour laboratory per week. Prerequisite: ES 101 or any four-credit laboratory science course. GELB 201 Geology lab must be taken concurrently. Four credits.

GERMAN (GER)

GER 101 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 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: GER 101. 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 201. Three credits.

GER 311 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 20th Century Literature and Civilization II

A continuation of German 311, 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 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 451 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 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 United States History I

A survey of American history from the colonial period to the Civil War. Three credits.

HIST 104 United States History II

A survey of American history from the Civil War to the present. Three credits.

HIST 111 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 201 Historical Research

Designed to prepare the student to do research in history. Selected works and topics will be utilized in conducting research. Prerequisites: HIST 101 and HIST 102 or HIST 103 and HIST 104. 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 301 Historical Thought and Interpretation

This course examines the foundations and philosophy of history as a discipline from antiquity to present times (i.e. a course in historiography). Its primary purpose is to define history and its relationship to causation, social forces, continuity and change over time, longevity, the roles of individuals and the masses, ideas and power. Prerequisites: HIST 101 and HIST 102 or HIST 103 and HIST 104. Three credits.

HIST 303 American Colonial History

A study of the social and political development of the American colonies. Prerequisite: HIST 103. Three credits.

HIST 304 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. Prerequisites: HIST 103. Three credits.

HIST 305 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. Prerequisites: HIST 103 or HIST 104. Three credits.

HIST 310 U.S. Constitution (Same as PSCI 310)

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: PSCI 101 and PSCI 201. Three credits.

HIST 341 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 103 and HIST 104. Three credits.

HIST 350 Virginia History

The history of Virginia from its founding to the present. Prerequisites: HIST 103 and HIST 104. 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 Diseases in History

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 1) 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. Prerequisites: BIO 121, BIO 122, HIST 101 or HIST 102. Three credits.

HIST 371 Modern European History

A study of the "Long 19th Century" from the Age of Revolution to World War I. Prerequisites: HIST 101 and HIST 102. Three credits.

HIST 381 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 101, HIST 102 and HIST 103. Three credits.

HIST 391 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 Topics in History

Selected topics in history for reading, discussion, and writing. Prerequisite: Permission of the instructor. Three credits.

HIST 401 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 101, HIST 102, HIST 103, HIST 104 and permission of the instructor. Three or six credits.

HIST 440 Contemporary Issues in Historic Sites and Museums

In order for students to develop a lifelong appreciation for the value of preserving cultural and historic resources, this course is a fourteen-part seminar that exposes students to a wide range of contemporary social, historical, and scientific issues that confront historic preservation organizations in the United States and to the core values, ethics, and management techniques used to confront these issues. Prerequisites: HIST 240, HIST 241 and HIST 340. Three 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 Senior Seminar

This course serves as the capstone seminar for all History majors. Students will discuss, research, write and present their historical work based upon selected historical subjects. Prerequisite: Junior or Senior standing and permission of the instructor. 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 specific topics, issues or themes in the humanities. Prerequisite: Permission of the instructor. 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 307 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 1) 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 Knowledge-Based 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 411 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 AI (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 and permission of the internship advisor. Three or six credit hours.

ITALIAN (IT)**IT 101 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 102 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 101. Three credits.

KINESIOLOGY (KIN)**KIN 101 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 Volleyball/Basketball

Basic instruction in the skills and rules of volleyball and basketball. Team offensive and defensive strategies are presented. One credit.

KIN 103 Tennis

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 110 Weight Training and Jogging

The skills and basic concepts of physical education are taught through weight training and jogging. One credit.

KIN 111 Softball

The skills and basic concepts of physical education are taught through softball. One credit.

KIN 113 Yoga

An introductory course in Hatha Yoga introducing the student to asanas (posture), pranayama (breathing techniques) and relaxation techniques. One credit.

KIN 116 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 119 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 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 Coaching Baseball/Softball

Course topics include baseball and softball game strategies, principles of practice and training and team management. One credit.

KIN 168 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 170 Coaching Soccer

Course topics include soccer game strategies, principles of practice and training and team management. One credit.

KIN 172 Coaching Lacrosse/Field Hockey

Course topics include lacrosse/field hockey game strategies, principles of practice and training and team management. One credit.

KIN 190 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 Practicum

Designed to provide observation and participation in public school programs under the supervision of an experienced teacher. One credit.

KIN 280 Care and Treatment of Athletic Injuries

Knowledge of common athletic injuries; their prevention, care and treatment. Three credits.

KIN 284 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 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. Prerequisites: KIN 190 and KIN 263. Three credits.

KIN 340 Practicum in Exercise Science

Designed to provide clinical lab experience in a work setting under the supervision of experienced professionals. One credit.

KIN 342 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 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 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 Practicum in Sport Administration

The practicum is designed to provide students with the opportunity to gain first hand 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. Prerequisite: Approval of instructor. One credit.

KIN 370 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 381 Biomechanics

The study and analysis of the structure and mechanics of the human body. Prerequisites: BIO 231 and BIO 232. Three credits.

KIN 384 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. Prerequisite: BIO 231 and BIO 232. KIN 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 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 399 Directed Studies

Directed studies in a wide variety of areas of physical education and recreation. Prerequisite: permission of the instructor. May be repeated for credit. One, two or three credits.

KIN 401 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. Prerequisites: senior standing and permission of the program coordinator. Six credits.

KIN 410 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 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. Prerequisite: KIN 191 and MCOM 101. 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 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, 283, 284, 340, 352, 381, 384 and 387. Concurrent enrollment is acceptable if all other courses have been completed. Two credits.

KIN 461 Gender, Sport and the Media

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 101. Three credits.

KIN 470 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 471 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. Prerequisite: MCOM 101 and KIN 101. Three credits.

KIN 477 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 103. 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 12-15 week; full-time 40 hours per week supervised internship. Prerequisites: Senior standing and permission of instructor. 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. Prerequisite: Physical education majors only. Sophomore standing. Three credits.

KNS 305 Materials and Methods in Teaching Elementary Physical Education and Health

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. Three credits. Prerequisites: EDU 301 and KNS 262; acceptance into the School of Education; pass Praxis I. Physical education majors only. Three credits.

KNS 306 Materials and Methods in Teaching Secondary Physical Education and Health

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. Three credits. Prerequisites: EDU 301 and KNS 262; acceptance into the School of Education; pass Praxis I. Physical education majors only. Three credits.

KNS 452 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 481. 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 481. 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 481 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 381. Three credits.

MASS COMMUNICATION (MCOM)**MCOM 101 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 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 201 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 211 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 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 215 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 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 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 History of Gender in Advertising

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.

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 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 201. 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 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 351 Politics and the Media

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 361 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 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 398 Campus Media Internship

An on-campus internship with one of the university media, public relations or information offices. Prerequisites: Junior standing and permission of advisor. Three credits.

MCOM 401 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 411 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 441 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 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. 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. Three credits.

MCOM 481 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 and permission of instructor. 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 Field Internship

A field internship with an area, regional or national communication organization. Prerequisites: Junior standing and permission of advisor. Three credits.

MASS COMMUNICATION EDUCATION (MCM)**MCM 270 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. Offered annually. Prerequisite: MCOM 201 or permission of instructor. 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 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 101 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 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 101 or high school equivalent. Three credits.

MATH 201 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 201. Five credits.

MATH 206 Linear Algebra

An introduction to the theory of vector spaces, linear transformations, and matrices. Prerequisite: MATH 102 or MATH 201. 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 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. Offered fall semester of even years. Prerequisite: MATH 202. Three credits.

MATH 310 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 102 or MATH 201. Three credits.

MATH 341 Elementary Theory of Numbers

Selected topics in Number Theory 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 201. Three credits.

MATH 351 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 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 201. Three credits.

MATH 370 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. Prerequisite: Permission of the instructor. 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 102 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. Offered fall semester of even years. Prerequisite: MATH 102 or MATH 201. 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. Prerequisites: 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

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 495 Advanced Topics

Study of specific topics, issues or themes within the field of mathematics. prerequisite: Permission of the instructor. 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 101 and MATH 207 or the equivalent. Three credits.

MTH 336 Mathematics for the Elementary and Middle School II

A continuation of MATH 335. Topics include fraction models and operations, real numbers, patterns and functions, algebra, geometry and measurement. Intended for school educators. Prerequisite: MATH 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 361, MUTC 201, 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 361, MUTC 201, MUTC 203 and MUTC 205. One and one-half credits.

MUCO 463 Advanced Choral Conducting

Study and interpretation of the standard choral repertoire. Prerequisites: MUCO 363, MUTC 201, MUTC 203 and MUTC 205. Two credits.

MUCO 464 Advanced Instrumental Conducting

Baton technique and critical examination of large-form works, rehearsal techniques, and interpretive problems. Prerequisites: MUCO 364, MUTC 201, MUTC 203 and MUTC 205. 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 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 Orientation to Music Education

An orientation in music education to a wide array of topics regarding music in the schools (K-12). Readings, guided observations, and discussion of contemporary trends and practices presented in a seminar setting. One credit.

MUED 135 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 130. 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-12 education of music students. Study of word, text, sign and symbol and their comprehension and strategies for instruction are included. Prerequisite: MUED 135. 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, 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 is included. Prerequisites: MUED 321, MUED 322, MUED 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 2

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 2

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 3

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**MUED 422 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**322; and a minimum grade of "C" in specific prerequisite courses listed below:

Choral/General Concentration prerequisites: APCP 306, MUCO 363, MUED 130, MUED 135, MUED 235, MUED 236, MUED 321, MUED 322, MUED 323, MUED 325, MUED 333, MUED 334, MUED 335, MUPP 304, MUTC 201, MUTC 204 and MUTC 206.

Instrumental Concentration prerequisites: APCP 306, MUCO 364, MUED 130, MUED 135, MUED 235, MUED 236, MUED 329, MUED 330, MUED 333, MUED 334, MUPP 303, MUPP 313, MUPP 314, MUPP 316, MUPP 317, MUPP 318, MUPP 319, MUTC 201, 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: MUED 421 and MUED 422. Two credits.

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 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 302 Concert Band

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 311 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 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 pedagogy 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 Double Bass Ensemble

An ensemble performing original compositions and transcriptions for homogeneous double bass ensemble. Audition required. One credit.

MUEN 331 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

This combo is 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 341 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 features premiere performances of new works as often as possible. Audition required. One credit.

MUEN 353 Pit Orchestra

An orchestra that plays for music 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 uncondacted chamber works for three or more instruments. Placement in ensembles will be at the discretion of the area coordinators and approval of the division chair. Audition required. One credit.

MUEN 371 Jazz Combo Ensemble

These 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 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. 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 2

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 3

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 2

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 2

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 411 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 2

Historical and analytical survey of piano literature from the Romantic period to the present. Two credits.

MULT 413 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 17th 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 2

Historical and analytical survey of guitar literature from the Classical Era through the music of the 21st 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 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 151 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 2

A continuation of MUPP 151. Aspects and applications of recording studio techniques, including editing, session set-ups, mixing, console flow logic, patch bay applications and microphone placement. Two hours of studio time per week accompany the class. Prerequisite: MUPP 151. Two credits.

MUPP 162 Recording Systems Studio Time

Course provides a laboratory experience to parallel the content of MUPP 152, Recording Systems 2. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 152. A studio recording fee is assessed. Prerequisite: MUPP 151 and concurrent enrollment in MUPP 152. 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 2

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 Oboe Reed Making Class

Practical instruction in the gouging, shaping, tying and scraping of oboe reeds. Concurrent enrollment in APOB, Applied Oboe, instruction required. 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 required. One-half credit.

MUPP 251 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 152. 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 151. 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 251. 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 2

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 311 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 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 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 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 Woodwind Teaching Techniques 2

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 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 Brass Teaching Techniques 2

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 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 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. Prerequisites: Keyboard - MUPP 332; Voice - MUPP 433; Instruments - appropriate pedagogy class. Three credits.

MUPP 338 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 341 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 Fretboard Theory

Development of functional theoretical concepts on the guitar. Prerequisite: Completion of APTG 200-level study. One credit.

MUPP 350 Basic Electronics

Basic electronics survey for the recording studio. Theoretical concepts of voltage, current, resistance, capacitance and inductance are developed. Two credits.

MUPP 351 Digital and Advanced Recording

A continuation of MUPP 152. 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 351. One credit.

MUPP 361 Digital and Advanced Recording Studio Time

Course provides a laboratory experience to parallel the content of MUPP 351, Digital and Advanced Recording. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 351. A studio recording fee is assessed. Prerequisites: MUPP 152 and concurrent enrollment in MUPP 351. One-half credit.

MUPP 403 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, resonance 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 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 461 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 351, MUPP 252, MUTC 419 and MUTC 420. Two credits.

MUPP 462 Music Production 2

A continuation of MUPP 461, culminating in a final project which the student must compose, produce and record. Prerequisite: MUPP 461. Two credits.

MUPP 463 Mixdown Techniques Lab I

A one-hour lab that provides a laboratory supplement to the work done concurrently in MUPP 461 Music Production I. Prerequisite: MUPP 351. One-half credit.

MUPP 464 Mixdown Techniques Lab 2

A one-hour lab that provides a laboratory supplement to the work done concurrently in MUPP 462 Music Production 2. Prerequisites: MUPP 461 and MUPP 463. One-half credit.

MUPP 465 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 471 Music Production I Studio Time

Course provides a laboratory experience to parallel the content of MUPP 461, Music Production I. Weekly small group sessions provide practical experience with equipment and techniques utilized in MUPP 461. A studio recording fee is assessed. Concurrent enrollment in MUPP 461 is required. Prerequisite: MUPP 351. One credit.

MUPP 472 Music Production 2 Studio Time

Course provides a laboratory experience to parallel the content of MUPP 462, Music Production 2. 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 471. 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 101; 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, triads. Grade of "S" or "U" only. This course fulfills no curricular requirements. Two pre-college level credits.

MUTC 101 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 sight-singing. Enrollment by placement examination only. After successful completion of MUTC 101, students must be continuously registered each fall and spring semester until the sequence of MUTC 101, MUTC 102, MUTC 201, and MUTC 202 is completed. Because success in MUTC 101 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 101. 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 101. Special emphasis on developing the sightreading skills of the performing pianist through the use of appropriate repertoire. One credit.

MUTC 108 Keyboard Harmony 2

Continuation of MUTC 107, 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 107. One credit.

MUTC 109 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 101. Introduction of cadences and simple four-part dictation. Prerequisite: MUTC 101. Two credits.

MUTC 121 Music Theory for Musical Theatre 1

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 2

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 Sightsinging for Musical Theatre 1

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 Sightsinging for Musical Theatre 2

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 123. 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 102. 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 201. Prerequisites: MUTC 109 and MUTC 102. One credit.

MUTC 204 Advanced Aural Skills

Continuation of MUTC 203. Addition of 9th, 13th, Neapolitan sixth and augmented sixth chords. Prerequisites: MUTC 201 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 102. 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 201. One credit.

MUTC 310 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 311 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 2

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 311. Two credits.

MUTC 401 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 2

A continuation of MUTC 401 including work with baroque and pre-baroque forms and procedures, concerto forms, art songs, etc. Prerequisite: MUTC 401. 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 201. Two credits.

MUTC 409 18th Century Counterpoint

A study and application of principles of tonal counterpoint, including canons, inventions and fugues. Prerequisite: MUTC 201. 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 311. 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 413 as applied to big band writing. Prerequisite: MUTC 413. 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 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 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 419. One credit.

MUTC 421 Arranging

Fundamentals of arranging techniques and vocal arranging, supported by practical writing assignments. Prerequisite: MUTC 201. 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 451 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 451 with an emphasis on music for video. Prerequisite: MUTC 451. 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 311 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 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 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 311. 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 combine interdisciplinary approaches. Prerequisites: MUTH 311, MUTH 312 and MUTH 331. Two credits.

MUTH 331 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 101. 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 behaviorally-based data generated within a musical context. Prerequisites: MUTH 321 and MUTH 322. Two credits.

MUTH 340 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 1,200 hours of clinical training required by AMTA. Prerequisites: MUTH 312 and MUTH 321. Two credits.

MUTH 350 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 321. Two credits.

MUTH 361 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 311 and MUTH 312. One credit.

MUTH 363 Introduction to Sign Language

Fundamentals of American sign language. One credit.

MUTH 401 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 331 and MUTH 332. Two credits.

MUTH 440 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 321. 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. Required Prerequisites: MUTH 401, 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. Required Prerequisites: MUTH 401, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

MUTH 484 Music Therapy Internship 2

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. Required Prerequisites: MUTH 401, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

MUTH 485 Music Therapy Internship 3

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. Required Prerequisites: MUTH 401, MUTH 340, MUTH 350, MUTH 440 and MUTH 450. Three credits.

MUTH 486 Music Therapy Internship 4

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. Required Prerequisites: MUTH 401, 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 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 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. (Formerly N107) Concurrent enrollment in NLAB 200 and N 201 is required or permission of the instructors. 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 201, N272, N 283, N 200 and NLAB 222 or N213 is required or permission of the instructors. Four credits.

**N 209 Health Across the Lifespan:
Psychiatric Mental Health Nursing**

This didactic and clinical course assists the student to integrate and apply essential knowledge from bio-psychosocial 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. (Formerly N 210.) Concurrent enrollment in NLAB 209, N272 and N283 is required or permission of the instructors. Prerequisite: PSY 101 or equivalent. Four credits.

N 213 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 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, N283 and N272. Five credits.

N 215 Health Across the Lifespan I (Didactic Only)

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. Pre/corequisites: N 209 (Accelerated Second Degree) and N 222. Three lecture hours. Three credits.

N 216 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 121 and N 201 is required or permission of the instructors. One credit.

N 272 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 231, BIO 232 and CHEM 121. Three credits.

N 283 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 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 or permission of the instructor. Prerequisites: MATH 207 or equivalent. Three credits.

N 307 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 or permission of the instructors. Prerequisite: N214. Four credits.

N 308 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 N213 is required or permission of the instructors. Prerequisite: N214. Four credits.

N 311 Concepts for Professional Nursing Practice

This course is designed to enhance the transition of the student (RN) who is returning to school. Personal growth and expanding perspectives will be highlighted. The student will be intellectually challenged through opportunities for reflection, review and enhancement of 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 — both oral and written, personal values and philosophy, evidenced-based nursing practice, group theory, critical thinking, economics, cultural diversity, and the political process are among the topics to be presented and analyzed in this course. Two credits.

N 314 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, NLAB 322 or N213 and N214 is required or permission of the instructors. Five credits.

N 315 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 315, NLAB 323 and N 314 is required or permission of the instructors. Prerequisites: N214. Five credits.

N 316 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. Prerequisites: N214. Three credits.

N 319 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 201 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. ASD students must take N 213 before this course. Prerequisite: NLAB 322. Corequisite: N 314. One credit.

N 374 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 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 Evolution of the Nursing Profession

The focus of this course is to review the history of nursing analyze its impact on contemporary nursing knowledge, skills, values, meanings and experiences. The class examines historical nursing leaders and events that influenced development of the nursing profession. Prerequisite: N214. Three credits.

N 401 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. Corequisite: N 415 and NLAB 401. 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 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 401, NLAB 403 and N 415. Three credits.

N 414 Leadership and Ethics 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. Prerequisites: N 314. Three credits.

N 415 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 401. Three credits.

N 450 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 influence on the role of nursing and other health care providers in promoting and providing health care in the international community. Three credits.

N 499 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 ATTENDANCE (PRF)**PRF 101 Performance Attendance**

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 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. Offered yearly in the spring. Three credits.

PHIL 120 History of Western Philosophy

This course offers students an historical survey of Western philosophy from the pre-Socratics to the present. Offered alternate years in the fall. Three credits.

PHIL 130 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 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 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 Christian Social Ethics

This course will explore possible Christian responses to contemporary social problems. Topics typically includes just war and pacifism, poverty and economic justice, sexuality (including homosexuality, abortion and sexism), euthanasia, capital punishment and racism. Three credits.

PHIL 311 Asian Religion and Philosophy

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 101 or PHIL 120 or REL 101 or REL 202. Offered alternate years in the fall. 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 101 or permission of the instructor. Offered alternate years. 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 341 Problems in Philosophy

An intensive study of some of the major and perennial problems of philosophy, religion, and science. Prerequisite: PHIL 101. Three credits.

PHIL 361 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 361 covering the great political writings from the Renaissance to the present. The course covers the rise of modern political ideology. Prerequisite: PHIL 361 or permission of the instructor. 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. 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 105. 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. Four credits. PHYL 105 The Physical Universe lab must be taken concurrently.

PHYS 111 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 201. Four credits. PHYL Lab and PHYR 111 Recitation must be taken concurrently.

PHYS 112 College Physics II

A continuation of PHYS 111. 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 111. Four credits. PHYL Lab and PHYR 112 Recitation must be taken concurrently.

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. Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: MATH 201. Four credits. PHYL Lab and PHYR 121 Recitation must be taken concurrently.

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 121. Four credits. PHYL Lab and PHYR 122 Recitation must be taken concurrently.

PHYS 201 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 122. Four credits. PHYL 201 Introduction to Microcomputers lab must be taken concurrently.

PHYS 221 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 astro-physics. Prerequisites: MATH 201 and MATH 202, PHYS 111/PHYS 112 or PHYS 121/PHYS 122. Three credits.

PHYS 295 Topics

Study of specific topics, issues or themes within the field of physics. Three or four credits. PHYL 295 Topics lab might be taken concurrently.

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 331 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 201 and MATH 202. Recommended: PHYS 111/PHYS 112 or PHYS 121/PHYS 122. 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 112 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 or permission of the instructor. Two credits.

PHYS 495 Advanced Topics

Study of specific topics, issues, or themes within the field of physics. Prerequisite: Permission of the instructor. Three or four credits. PHYS 495 Advanced Topics lab may be taken concurrently.

POLITICAL SCIENCE (PSCI)**PSCI 101 Introduction to Political Science**

An introduction to political science emphasizing concepts basic to politics and political thought. Three credits.

PSCI 102 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. No prerequisites are required. 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 PSCI 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 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 PSCI 301 covering the great political writings from the Renaissance to the present. Prerequisite: PSCI 301. 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 305 Conflict Management

This course is designed to provide the student with an understanding of the dynamics of personal and organizational conflict and the knowledge and skills necessary to manage conflict. Recommend PSCI 102 and PSCI 101 or permission of the instructor. Offered every other year. 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 U.S. Constitution (Same as HIST 310)

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 311 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 351 Politics and the Media

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 101 and MCOM 130. 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 495 Topics

A study of selected topics in political science to be published in advance of the semester offered. Three credits.

PSYCHOLOGY (PSY)**PSY 101 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 220 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 101. Three credits.

PSY 308 Experimental Methods in Psychology

This course examines the basics of research design. Emphasis is placed on formulating, conducting, analyzing and reporting psychological research. Prerequisites: PSY 101 and MATH 207. Three credits.

PSY 310 Abnormal Psychology

A survey of the description, causes, and treatment of abnormal or maladaptive behaviors. Prerequisite: PSY 101. Three credits.

PSY 312 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 101. 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 101. Three credits.

PSY 324 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 101. Three credits.

PSY 325 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 101. Three credits.

PSY 330 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 101. Three credits.

PSY 355 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 101. Three credits.

PSY 360 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 101 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 101. Three credits.

PSY 401 Practicum

An opportunity for psychology majors to integrate classroom experiences in applied psychological settings. Prerequisites: Twelve credit hours in psychology and permission of instructor. May be repeated once. Three credits.

PSY 405 Research Practicum

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 101. Three credits.

PSY 411 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 412 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. Prerequisites: PSY 101. 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 101. Three credits.

PSY 425 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 101 or WST 100. Three credits.

PSY 428 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 101 and PSY 220. Three credits.

PSY 430 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 101. 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 101. Three credits.

**PSY 480 Advanced Data Analysis:
Computer Analysis of Psychological Research Data**

This course provides the students with a practical, hands-on approach to learning how to use computers to enter, "clean," manipulate, statistically analyze and interpret a wide variety of real-world social science data. 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: ED 324. Three credits. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.*

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. Prerequisites: EDU 301 or permission of instructor. Three credits. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.*

RELIGION (REL)**REL 101 Introduction to Religious Thought**

A wide-ranging study of religious thought and experiences. Both Christian and non-Christian ideas examined. Offered yearly in the fall. Three credits.

REL 110 The Global Context of Christian Leadership

This course explores the global context of 21st century Christian leadership. It examines the challenge of Christian mission and leadership in a post-modern and post-Christian world. Three credits.

REL 112 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 cross-denominational 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. Offered alternate years in the spring. Three credits.

REL 210 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 211 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 Christian Social Ethics

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. Offered alternate years in the fall. Three credits.

REL 251 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. Prerequisite: Permission of the instructor. 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). Prerequisites: PHIL 120 and REL 111 or permission of the instructor. Offered alternate years in the fall. 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. Prerequisite: REL 101 or REL 111 or REL 202 or permission of the instructor. Offered alternate years in the fall. Three credits.

REL 311 Asian Religion and Philosophy

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 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 21st century. Three credits.

REL 320 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. Prerequisites: REL 111 or REL 212 and REL 225 or REL 251 or REL 301 or permission of the instructor. Offered in alternate years in the fall. Three credits.

REL 321 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. Prerequisite: permission of the instructor. Three credits.

REL 330 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. Prerequisites: One course in religion and one course in United States history or permission of the instructor. Offered alternate years in the fall. 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 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 100- or 200-level religion course or permission of the instructor. Three credits.

REL 401 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 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 on-site and faculty supervision. Prerequisites: REL 321, enrollment in the Christian Leadership program and permission of the instructor. Two or three credits.

REL 422 Practicum in Ministry II

A continuation of REL 421. Prerequisites: REL 421, enrollment in the Christian Leadership program and permission of the instructor. 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. Prerequisites: Nine credits in philosophy or religion above the 100 level. Three credits.

RESEARCH (RSCH)

RSCH 110 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

Research 190 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. Offered in the fall. 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 311 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. Offered in the fall. Three credits.

RC 318 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 319 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 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, 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 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 351 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 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. Prerequisite: Permission of the instructor. 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 410, RC 411 and RC 412 or permission of the program director. Three credits.

RC 407 Mechanical Ventilatory Support

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, RC 411 and RC 412. Three credits.

RC 410 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 411 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 Applied Respiratory Care I

The application, in the laboratory and clinical setting, of the patient care procedures and equipment covered in RC 411. Corequisites: RC 404, RC 410 and RC 411. Four credits.

RC 413 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 415 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 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 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 Methodology of Respiratory Care II

This course is a continuation of RC 411 and includes the study of cardiopulmonary diagnostics and monitoring techniques, pulmonary rehabilitation and home care and special procedures. Prerequisites: RC 410, RC 411 and RC 412. Three credits.

RC 422 Applied Respiratory Care II

This course involves the application of procedures and equipment covered in RC 407 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 410, RC 411 and RC 412. Corequisites: RC 405, RC 407 and RC 421. 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, RC 411 and RC 412. Two credits.

RC 433 Clinical Practice III

This course involves the application of procedures and equipment covered in RC 207 and RC 221 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. Four credits.

RC 439 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 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 Selected Topics in Respiratory Care – Independent Study

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.

SCIENCE (SCI)

SCI 101 Special Topics in Science

This is a course for non-science majors which presents topics in lecture, seminar, and laboratory settings, designed to promote increased scientific interest and literacy in students. One, two, or three hours per week. Offered alternate years. One, two or three credits.

SOCIOLOGY (SOC)

SOC 101 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 Social Problems

An analysis of the major social issues, such as healthcare, poverty, the environment, technology, family, confronting groups and individuals. Three credits.

SOC 251 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 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 300 Statistical Package for the Social Sciences (SPSS)

Hands-on experience using SPSS. Prerequisite: MATH 207 or similar statistics course. One credit.

SOC 310 Community Service

Sociology student working in community service to put thoughts into action. Prerequisite: Junior standing as a Sociology major. One credit.

SOC 312 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 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 315 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 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 101 or PSCI 101. Three credits.

SOC 350 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 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. Prerequisite SOC 101 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. Prerequisites: SOC 101. Three credits.

SOC 431 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. Prerequisites: SOC 101. Three credits.

SOC 441 Deviant Behavior

Definitions, theories, analysis, and social responses to various forms of deviance in American society. Prerequisite: Six hours of Sociology including SOC 101. Three credits.

SOC 451 Violence and Victims

Examination of the role of violence in society. Prerequisites: Six hours in Sociology, including SOC 101. 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 101 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 101. Three credits.

SPAN 111 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 112 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: Spanish 101 or 111 or equivalent competency. Three credits.

SPAN 201 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 102 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 201 or permission of the instructor. 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. Offered in the fall of every year. 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. Offered in the spring of every year. Prerequisite: SPAN 202 or equivalent. Three credits.

SPAN 311 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 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 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 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: Spanish 301 or 302 or permission of instructor. 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 301 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 reading and will become familiar with the greatest writers of Hispanic literature. Students are expected to discuss, analyze and compare the works studied. Prerequisite: SPAN 301 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. Prerequisite: 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 course or permission of the instructor. Three credits.

SPAN 411 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 Spanish-speaking community in the United States. The project will require pre-reading and a reflective essay. Prerequisites: SPAN 311 or 312 and permission of instructor. 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 451 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 451. Three credits.

STUDY SKILLS (STSK)

STSK 101 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 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 101 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 101. Three credits.

TH 106 Introduction to Acting 2

Continuation of TH 103. More advanced scene study. Prerequisite: TH 103. Two credits.

TH 107 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 111 Stage Lighting

An intensive training and lecture course in designing, hanging and operating stage lights with practical experience working on Shenandoah Conservatory theatre productions. Three credits.

TH 112 Stage Craft

A training and lecture course in scenic construction, painting and design principles. Practical experience in building sets for Shenandoah University theatre productions. Three credits.

TH 113 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 131 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 131. Two credits.

TH 133 Pattern Drafting

A course in pattern making, including flat patterning and draping techniques. Practical experience will be provided through class projects. Prerequisite: TH 132. Two credits.

TH 141 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 makeup crew for one production. Three credits.

TH 149 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 201 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 102. Three credits.

TH 202 Scene Study 2

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 201. 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. Two 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 101. 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 112. Three credits.

TH 208 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 101. Three credits.

TH 211 Lighting Design

An advanced, in-depth course in lighting design including design for dance, theatrical genres and stages. Prerequisite: TH 111. Three credits.

TH 213 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 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 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 112. Three credits.

TH 221 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 112. Three credits.

TH 225 Costume Rendering

Drawing and painting techniques for the costume designer; including figure drawing, fabric rendering and portfolio preparation. Prerequisite: TH 213. Three credits.

TH 231 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 Costume Design 2

A continuation of TH 231, with emphasis on play analysis and style. Prerequisite: TH 231. Three credits.

TH 241 Advanced Stage Make-up

A course that builds upon techniques taught in TH 141, 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 141. Three credits.

TH 251 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 149 or MUPP 260. Two credits.

TH 252 Accents/Dialects

A continuation of TH 251 with emphasis on regional and international accents in performance. Prerequisite: TH 251. Two credits.

TH 301 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. Three credits.

TH 302 Period Acting Styles 2

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 301. Three credits.

TH 305 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 101. Three credits.

TH 306 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 101. Three credits.

TH 307 Directing

Analysis of the play from a director's viewpoint. Breakdown of script into dramatic elements. Study of various theatrical styles. Prerequisite: TH 202. Three credits.

TH 309 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 Stage Management 2

An advanced, in-depth course in stage management for multiple theatrical genres including theatre, dance and opera. Prerequisite: TH 207. Three credits.

TH 311 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. Prerequisites: Junior standing in the musical theatre curriculum. One credit.

TH 312 Advanced Stage Craft

A course that builds upon the knowledge and techniques of TH 112 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. Prerequisites: TH 112. Three credits.

TH 313 Graphic Arts for Design

Emphasis on developing skills in various rendering techniques and visual presentation. Prerequisite: TH 213. Three credits.

TH 315 Advanced Design for Theatre

A continuation of TH 211 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 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 Computer Rendering

Application of various software programs to solve problems in theatre design. Prerequisites: TH 318 and TH 313. Three credits.

TH 320 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 111 and TH 112. Three credits.

TH 340 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 341 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 351 History of Theatre I

Development of drama, theatre architecture, companies, personalities and styles from antiquity to the Renaissance. Three credits.

TH 352 History of Theatre 2

Continuation of TH 351 from the Renaissance to the present. Prerequisite: TH 351 Three credits.

TH 353 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 History of Fashion 2

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 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 American Musical Theatre 2

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 Technical Theatre Practicum

In-depth technical production work in a practical laboratory setting for theatrical and dance productions.

Prerequisites: TH 111 plus TH 112, or TH 131. One credit.

TH 399 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. Two credits.

TH 404 Advanced Acting Through Song 2

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. Two 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 2

Continuation of TH 407. Enrollment limited to Theatre for Youth majors. Prerequisite: TH 407. Two credits.

TH 413 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 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 2

A continuation of TH 425. Prerequisite: TH 425. One credit.

TH 451 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 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 491 Stage Management Internship 2

Practical experience (150 hours minimum) in a professional theatrical stage management setting. Prerequisites: All TH requirements through TH 356. Three credits.

TH 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.

TH 498 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 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 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 100. Three credits.

WST 322 History of Gender in Advertising

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.

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 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 and permission of the instructor. One to three credits.

WRITING (WR)**WR 099 Writing Lab**

A one-hour lab for those students requiring assistance to improve college-level writing skills. One pre-college-level credit.

WR 301 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. Prerequisites: ENG 101. Three credits.

WR 302 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.

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 Potomac Falls, VA
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Mitchell L. Moore, Vice President for Advancement; B.A., University of Richmond; M.P.A., Virginia Commonwealth University

Clarresa Morton, Vice President for Enrollment Management & Student Success; B.A. Oral Roberts University; M.A. and Ph.D., Virginia Polytechnic Institute and State University

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Calvin H. Allen, Jr., Associate Vice President for Academic Affairs and Dean of the College of Arts & Sciences; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

David D. Anthony, Dean of Admissions; B.S., Clarion State University; M.Ed., American University

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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

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W. Randy Boxx, Dean of the Harry F. Byrd, Jr. School of Business; B.S., M.B.A., University of Southern Mississippi; Ph.D., University of Arkansas

Nancy S. Bragg, Director of Financial Aid; B.S., M.S., Syracuse University

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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

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Marie C. Landes, Director of Human Resources

Ann Marchant, Director of The Center for Teaching Excellence and Professor, Interdisciplinary Studies; B.A., University of New Hampshire; M.A., Ph.D., University of California

Deborah Marr, Director of the Division of Occupational Therapy; B.S., Colorado State University; M.S., Michigan State University; Sc.D., Boston 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 of Toledo

Rebecca Myers, Director of the Student Union/Activities, B.A., Shepherd University; M.A., Indiana University of Pennsylvania

Jane D. Pittman, Associate Vice President for Alumni Affairs; B.A., Findlay College; M.B.A., Shenandoah University

Beverly Recny, 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

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

Amy Sarch Schopick, Director of General Education; B.A., State University of New York at Binghamton; M.A., Ph.D., Annenberg School for Communication, University of Pennsylvania

Wayne Sealock, Director of Public Safety

Karen Schultz, Director of The 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

Sherry D. Whitelaw, Director of Student Accounts; B.S., Bridgewater College

Melanie L. Winter, Registrar & Director of Institutional Research; B.S. University of Minnesota; M.A., St. Mary's University of Minnesota

Deborah E. Wyne, Director of Academic Enrichment Center; A.A., Ferrum College; B.A., M.Ed., George Mason University

FACULTY

This list includes those full-time and part-time faculty members who taught during the 2010-11 academic year and who are expected to continue, and new full-time faculty hired as of May 25, 2011, for the 2011-12 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.

^ Members of the Interim Graduate Faculty are designated by an arrow (^). The interim graduate faculty is defined as those members of the full-time or part-time faculty who do not meet one or more of the essential criteria for appointment to graduate faculty status, but who are expected to meet all essential criteria within a reasonable period of time.

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

Darren Bly (1997), 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

James Bryant, II (2002), Associate Professor; History; B.S., Hampton University; M.A., University of Vermont; Ph.D., University of Rochester

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 (2010), Assistant Professor; Biology; B.A., University of Virginia; Ph.D., Texas A & M University

Wendy Carlson (2006), Associate Professor; Psychology; B.S., Mary Washington College; M.A., Ph.D., University of Missouri

John Copenhaver (1987), 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 (2010), 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 (2011), 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 (1995), Associate Professor; Sociology; B.A., George Washington University; M.S., University of Arkansas; Ph.D., University of Kentucky
- +Tracy Fitzsimmons (2001), President of Shenandoah University and Professor; Political Science; B.A., Princeton University; M.A., Ph.D., Stanford University
- Jon B. Gettman (2009), Visiting Assistant Professor; Criminal Justice; B.A., 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 Iasi; Ph.D., Durham University
- +Bryon Lee Grigsby (2008), Senior Vice President & Vice President for Academic Affairs, Shenandoah University, and Associate Professor; First Year Seminar; B.A., Moravian College; M.A., Wake Forest University; Ph.D., Loyola University
- Jennifer Gyuris (2011), Instructor; Writing; B.A., M.A., Hollins University; M.A., Virginia Polytechnic Institute and State University
- Richard Haag (1998), Associate Professor; Psychology; B.A., University of Arizona; M.A., Ph.D., University of Hawaii
- 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), Assistant 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 (1991), Professor; Foreign Languages (Spanish); B.A., Rollins College; M.Ed., Duke University; M.A., Ph.D., University of Maryland
- Brian W. Lipscomb (2008), Assistant Professor; Biology; B.A., University of Kansas, Ph.D. Yale University
- +Anne Marchant (2011), Director of The Center for Teaching 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

John J. Rutter (2008), Assistant Professor; Biology; B.S. St. Joseph's University; M.S., Ph.D., Rutgers University

Cynthia Schendel (2009), Assistant Professor; Kinesiology; B.A., Augsburg College; M.S., Arizona State University; M.A., San Diego State University; Ed.D., Northern Illinois University

+*Karen Kennedy Schultz (1981), Director of The 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 (2001), Visiting Assistant Professor; Mathematics; B.A., Alfred University; Specialist Certificate, M.A., Ph.D., A.B.D., University of Pittsburgh

*Laura K. Zimmermann (1998), Professor; Psychology; B.A., Emory University; M.S., Ph.D., University of New Mexico

Part-time Faculty

Kevin L. Anderson (2003), Adjunct Assistant Professor; Kinesiology; B.S.Ed., M.S., George Mason University

Stephen Armstrong (2010), Adjunct Assistant Professor; Psychology; B.S., M.S., Virginia Commonwealth University; Ed.S., Ed.D., College of William and Mary

Alexander Avni (2011), Adjunct Assistant Professor; Philosophy; B.A., George Washington University; M.A., George Mason University

Walter Barr (2002), Adjunct Instructor; Kinesiology; B.S., Shepherd College; M.A., James Madison 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 (2010), Adjunct Instructor; Mass Communications; B.A., Randolph-Macon College; M.S., Syracuse University; Ph.D., Shenandoah University

Bruce C. Cameron (2008), Adjunct Instructor; Kinesiology and Study Skills; B.A., Concordia College, M.S., West Virginia University

+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

Sandra Curtis (2009), Adjunct Instructor; Foreign Languages; B.A., Escuela Normal, Villa Maria, Cordoba; M.Ed., George Mason University

Daniel Dease (2007), Adjunct Instructor; Environmental Studies; B.S., Rowan University; M.S., Drexel University

William D. Duvall (2011), Adjunct Instructor; Mass Communications; B.A., George Mason University; M.S., West Virginia University

Michael M. Foreman (2005), Adjunct Instructor; Political Science; B.A., University of Richmond; M.A., University of Virginia

Gregory J. Gallagher (2008), Adjunct Assistant Professor; Biology and Chemistry; B.S., Worcester Polytechnic Institute, Ph.D., University of Massachusetts

Daniel L. Garrett (1992), Adjunct Associate Professor; Religion; B.A., University of Virginia; M.Div., Yale Divinity School; D.Min., Wesley Theological Seminary

Alida Gibson (2007), Adjunct Instructor; Psychology; B.A., M.A., Hood College

Michelle Guyant-Holloway (2008), Adjunct Instructor; Kinesiology; B.S., M.P.A., Northern Michigan 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
- Martin Janowitz (2002), Adjunct Professor; Psychology; B.S., M.S., City College of New York; M.S., Ph.D., University of Maryland
- Erin P. Kealey (2011), Adjunct Assistant Professor; Philosophy; B.A., University of Virginia; M.A., Georgetown University; M.A., Boston College; Ph.D., Purdue University
- Diedra H. Kriewald (2007), Adjunct Professor; Religion; B.S., Northwestern University; M.R.E., Union Theological Seminary; M.A., Ph.D., Vanderbilt University
- =Desmond J. Lawless (2006), Adjunct Instructor; Kinesiology; B.S., West Sussex Institute of Higher Education (England); M.S., University of Wisconsin-Stout
- Hyo J. Lee (2006), Adjunct Assistant Professor; Religion; B.A., Yonsei University; M.Div., McCormick Theological Seminary; Ph.D., Vanderbilt University
- Linden E. Lewis Jr. (2009), Adjunct Instructor; Kinesiology; A.A., Lord Fairfax Community College; B.S., Salem-Teikyo University
- Anderea N. Mason (2003), Adjunct Professor; Psychology; B.S., Slippery Rock University; M.Ed., Edinboro University of Pennsylvania
- Brock L. McCullough (2010), Adjunct Instructor; Kinesiology; B.A., Grove City College; M.S., Clarion University
- +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
- Carly C. Philp (2011), Adjunct Instructor; Kinesiology; B.S., M.S., James Madison University
- John N. Raymond (2011), Adjunct Instructor; Psychology; A.A., Tidewater Community College; B.S., Old Dominion University; M.A., Regents University
- Karin O. Sadowski (2009), Adjunct Instructor; Foreign Languages; B.S., Technical University; M.A., Catholic University; M.S., American University
- Kevin L. Sanzenbacher (2011), Adjunct Instructor; Criminal Justice; A.D., Youngstown State University; B.S., Towson State University; M.B.A., University of Baltimore
- Erin A. Shea (2011), Adjunct Instructor; Kinesiology; B.S., East Carolina University; M.S., James Madison University
- William T. Shepherd (2005), Adjunct Associate Professor; Mathematics; B.S., Indiana Institute of Technology; M.S., Ph.D., University of Connecticut
- Jennifer Spataro-Wilson (2008), Adjunct Instructor; Study Skills; B.A., Campbell University, Buies Creek; M.A., West Virginia University
- Maria Thomae-Forgues (2010), Adjunct Instructor; Foreign Languages; B.A., M.A., Sociology; M.A., Classical Language, George Mason University
- David L. Tollett (2009), Adjunct Instructor; Criminal Justice; B.S., Virginia State University; M.S., Virginia Commonwealth University
- Jennifer Turman Bayliss (2004), Adjunct Instructor; Kinesiology; B.A., B.S., Shenandoah University
- Lindsey E. West (2008), Adjunct Instructor; Kinesiology; B.S., Methodist College, M.S., Saint Vincent College.
- Donna L. Wilson (2004), Adjunct Associate Professor; Foreign Languages; A.A., Casper College; B.A., M.A., University of Wyoming

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

Academic Leadership

*W. Randy Boxx (2004), Dean and George Edward Durell Professor of Management; B.S., M.B.A., University of Southern Mississippi; Ph.D., University of Arkansas

*L. Mark Tyree (1987), Associate Dean, 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

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 of Technology

*Yvonne Chen (2004), Associate Professor, Economics; B.A., M.A., Ph.D., University of Wisconsin

*I. Bogdan Daraban (2007), Assistant Professor, Economics; B.S., Polytechnic University (Romania); M.S., Ph.D., Florida State University

*Miles K. Davis (2001), Associate Professor, Management; B.A., Duquesne University; M.A., Bowie State University; Ph.D., George Washington University

*RT Good, III (1995), Associate Professor, Management, B.A., Virginia Commonwealth University; M.B.A., Mary Washington College; Ed.D., Nova Southeastern University

*Bruce K. Gouldley (2002), Associate Professor, Finance; B.S., Brown University; Ph.D., University of Pittsburgh

*Giles A. Jackson (1992), Associate Professor, Marketing; B.A., Huddersfield Polytechnic (England); Ph.D., Virginia Polytechnic Institute and State University

*Young K. "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 (2011), Assistant Professor, Information Systems and Computer Technology; B.S., California State University; M.S., University of Redlands;

*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

*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

*John I. Winn (2005), Associate Professor, Business Law; B.A., Guilford College; LL.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

*Mesut Yavuz (2007), Associate Professor, Supply Chain Management and Quantitative Methods; B.S., M.S., Istanbul Technical University (Turkey); Ph.D., University of Florida

*Lili Zhu (2008), Assistant Professor, Finance; B.Eng., M.A., Zhejiang University (China); Ph.D., The George Washington University

Part-time Faculty

Thomas M. Bell (2011), Supporting Adjunct Associate Professor, Economics; B.S., M.S., Mississippi State University; Ph.D., University of Illinois

+Demetrius L. Carmichael (2008), Associate Vice President for Administration and Finance and Adjunct Assistant Professor, Accounting; B.B.A., University of Texas; M.B.A., Saint Thomas University

Ernest J. Carnevale, Jr. (2000), Supporting Adjunct Associate Professor, Business; B.S. Rhode Island College; M.S., University of Nebraska; M.H.A., University of Minnesota

^Michael L. Thompson (1990), Participating Adjunct Associate Professor, Business; B.S., West Virginia University; M.B.A., Case Western Reserve University

SHENANDOAH CONSERVATORY

Academic Leadership

*Michael J. Stepniak (2009), Dean of Conservatory and Professor; Music; B.A., Atlantic Union College; M.M., Northwestern University; M.M.; Peabody Conservatory at Johns Hopkins University; Ed.D., Harvard University Graduate School of Education

*Aimé Sposato (1993), Associate Dean for Undergraduate Studies and Professor; Voice; B.A., University of Pittsburgh; M.M., Duquesne University; D.M.A., West Virginia University

*Karen Walker (1982), Associate Dean for Graduate Studies and Associate Professor; Piano; B.M., Eastern Washington University; M.M., Northwestern University; D.M.A., The Catholic University of America

Full-time Faculty

Jennifer F. Adams (1999), Associate Professor; Costume Design; B.F.A., Sarah Lawrence College; M.F.A., University of Illinois

*Thomas R. Albert (1974), 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 (1997), Christina Halpin Endowed Chair in Dance and Assistant Professor; Dance; B.A., Radford University; M.F.A., Southern Methodist University

*Frances Lapp Averitt (1973), Professor; Flute; B.M., M.Ed., Auburn University; D.M., Florida State University

*William E. Averitt (1973), Professor; Theory and Composition; B.M., Murray State University; M.M., D.M., Florida State University

Donald B. Black (1968), Professor; Theory; B.S., Concord College; M.F.A., Ohio University

William McConnell Bozman (1975), Harold Herman Endowed Chair in Musical Theatre and Professor; Theatre; B.A., Macalester College; M.F.A., Wayne State University

*Elizabeth Caluda (1978), Professor; Piano; B.M., Aquinas College; M.M., Northwestern University; D.M.A., The Catholic University of America

*Glenn Caluda (1975), Professor; Guitar; M.A., University of Maryland; B.M.E., Ph.D., Louisiana State University

*Ting-Yu Chen (1997), Associate Professor; Dance; B.F.A., State University of New York-Purchase; M.F.A., The Ohio State University

*Steven L. Cooksey (1972), Professor; Organ and Church Music; B.M.E., Evansville College; M.M., Syracuse University; M.B.A., Shenandoah University; Ph.D., Washington University

*Carolyn Coulson-Grigsby (2008), Assistant Professor; Theatre; B.A., Santa Clara University; M.A., Ph.D., University of Connecticut

*Abbey Dvorak (2011), Assistant Professor; Music Therapy; M.A., University of Iowa; B.A., Ph.D., Briar Cliff University

David Edelman (2009), Assistant Professor; Arts Management; B.A., Washington University; M.F.A., Rutgers University

Matthew Edwards (2010), Assistant Professor; Voice; Music Theatre Styles; B.M., Cleveland Institute of Music; M.M., Louisiana State University

Jonathan Flom (2007), Assistant Professor; Music Theatre; B.F.A., M.F.A., Pennsylvania State University

+Karen Follett (1992), Lecturer; Dance; B.M., M.M., Shenandoah University

*Michael O. Forest (1994), Associate Professor; Voice; Certificate, Guildhall School of Music and Drama (England); B.M.E., M.M.E., Shenandoah University

^Maurice Fraga, (2009), Assistant Professor; Dance; B.A., University of California, Santa Cruz; M.F.A., University of Illinois

Wade Fransen (1999), Assistant Professor; Theatre; B.A., Brigham Young University; M.F.A., Arizona State University; Ph.D., Texas Tech University

Elijah A. Gibson (2007), Assistant Professor; Dance; B.F.A., Sam Houston State University

*Debra Kathryn Green (1999), Professor; Voice; B.A., California State University; M.M., University of Oregon; D.M.A., University of Cincinnati College-Conservatory of Music

*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 Music and Conducting; B.M., James Madison University; M.M., Hochschule für Musik und Darstellende Kunst "Mozarteum" (Austria); D.M.A., Shenandoah University
- Mark D. Kittlaus (2006), Assistant Professor; Acting; B.A., University of Massachusetts at Amherst; A.M., Brown 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
- *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 (2011), Assistant Professor; Music History and Literature; B.A., College of William and Mary; M.A., Ph.D., University of North Carolina at Chapel Hill
- *David Meyer (2011), Associate Professor; Voice; B.M., University of Iowa; M.M., D.M., Indiana University
- *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'Connor (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
- *Mitch S. Ohriner (2011), Assistant Professor; Music Theory; B.M., University of Colorado; M.M., Indiana University
- Adam W. Olson (2006), Assistant Professor; Music Production and Recording Technology; Diploma, Conservatory of Recording Arts & Sciences; B.S., Brigham Young University; M.A., University of Colorado at Denver
- Golder O'Neill (1986), Associate Professor; Music Production and Recording Technology; B.M., Berklee College of Music; M.M.E., Shenandoah University
- William J. Pierson (1994), Associate Professor; Theatre; B.A., Eastern Illinois University; M.F.A., Illinois State University
- *Timothy Roberts (2007), Associate Professor; Saxophone; B.M., Northwestern University; M.M., D.M.A., The Catholic University of America
- *Michael J. Rohrbacher (1994), Associate Professor; Music Therapy; B.M., East Carolina University; M.S.Ed., Johns Hopkins University; Ph.D., University of Maryland
- Suzanne M. Rohrbacher (1995), Assistant Professor; Music Therapy; B.M., Anna Maria College; M.M., The Catholic University of America
- *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)
- ^Keith P. Salley (2007), Assistant Professor; Music Theory; B.M., University of Memphis; M.M., Tulane University; Ph.D., University of Oregon
- *Philip Sargent (1978), Associate Professor; Voice; B.M., Lawrence University of Wisconsin; M.M., D.M.A., University of Illinois
- *Robert J. Shafer, Jr. (1983), Artist in Residence and Professor; Choral Music and 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
- ^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
- *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 (2011), Director of Bands and Associate Professor; Music; M.M., University of Michigan; B.M., D.M.A., University of Texas 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

Cheryl N. Yancey (1995), Associate Professor; Costume Design; A.S., Lincoln Trail College; B.S., Indiana State University; M.F.A., George Washington University

^Earl Yowell (2007), Associate Professor; Percussion; B.M., Northwestern University; M.M., Cleveland Institute of Music

*David S. Zerull (1990), Professor; Music Education; B.M., M.M., Bowling Green State University; Ph.D., Northwestern University

^Garrick Zoeter (2007), Anna Lee Van Buren Chair in Clarinet and Assistant Professor; Clarinet; B.M., The Juilliard School; M.M., Yale University

Part-time Faculty

Sally Anderson (2002), Instructional Assistant, Theatre; B.A., B.Ed., University of Toronto; B.M.Ed., Shenandoah University; M.M., University of North Texas at Denton

Alan Baylock (2011), Jazz Composer in Residence and Adjunct Associate Professor; B.M.E., Shenandoah University; M.M., University of North Texas

Carl Bly (2006), Adjunct Assistant Professor; Music Education; B.M., Shenandoah University; M.M., George Mason University

Margaret Brooks Angermeier (2006), Adjunct Assistant Professor; Voice; B.A., University of North Carolina; M.M., East Carolina University

Thomas Brooks (2007), Adjunct Assistant Professor; Theatre; B.F.A., Wright State University; M.F.A., University of Alabama

*Michael Bunn (1986), Adjunct Associate Professor; Tuba and Euphonium; B.M., M.M., Peabody Institute of the Johns Hopkins University

*Eunae Grace Cho (2008), Adjunct Assistant Professor; Vocal Coaching; B.M., Seoul National University; M.M., University of Texas at Austin; D.M.A., University of Maryland

*Irma Collins (1998), Adjunct Professor; Music Education; B.A., Ouachita Baptist University; B.S.M., Southwestern Baptist Theological Seminary; M.M., George Peabody College; D.M.A., Temple University

Judy Connelly (1980), Adjunct Assistant Professor; Piano; B.M.E., Shenandoah University; M.M., West Virginia University

Larry G. Correll (2010), Adjunct Assistant Professor; Music Education; B.A., Concordia College; M.Ed., Southwest Texas State University; M.M., Shenandoah University

Sue C. Correll (2007), Adjunct Associate Professor; Music Education; B.M.Ed., James Madison University; M.Ed., University of Virginia; M.M., Shenandoah University

Kathryn DeBord (2007), Instructional Assistant, Dance; B.A., Shenandoah University

*James T. Dickey, III (2004), Adjunct Associate Professor; Oboe; B.M., M.M., Peabody Institute of the Johns Hopkins University

Paul DiFranco (2011), Distinguished Visiting Adjunct Instructor; Conservatory Academics

Lee Ann Dransfield (1998), Auxiliary Adjunct Assistant Professor; Piano; B.M., Ohio University; M.M., University of Oregon

*Craig Fraedrich (1989), Auxiliary Adjunct Associate Professor; Jazz and Trumpet; B.M., North Texas State University; M.M., Arizona State University

Jerome S. Goshorn (1998), Adjunct Instructor; Dance; professional dancer

Jason Gottschalk (2011), Adjunct Assistant Professor; Music; B.M., Wheaton College and Conservatory of Music; M.S.M., St. Olaf College and Luther Seminary; D.M.A., University of North Carolina at Greensboro; M.A., A.B.D., University of North Carolina at Chapel Hill

=Rosemary A. Green (1982), Adjunct Associate Professor; Music; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

- *Donna Gullstrand (1977), Adjunct Professor; Voice; B.A., North Central College; M.M., University of Illinois at Urbana Champaign
- Kenneth E. Hall (2008), Adjunct Assistant Professor; Guitar; A.A., Holyoke Community College; B.M., Westfield State College; M.M., University of Massachusetts at Amherst
- Christopher M. Ham (2009), Adjunct Assistant Professor; Dance; B.A., Eastern Illinois University; M.F.A., Southern Methodist University
- *Lars E. Helgart (2008), Auxiliary Adjunct Associate Professor; Music History and Literature; B.M., B.A., George Washington University; M.M., Ph.D., Catholic University
- ^Lucy Owen Hoyt (2010), 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), Auxiliary 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
- *William Krause (2009), Adjunct Associate Professor; Arts Administration; B.A., Santa Clara University; M.M., University of Southern California; Ph.D., Washington University
- ^Linda Leonard (2005), Adjunct Assistant Professor; Music Education; B.M., Rowan University; M.M., Shenandoah University
- William E. Linney (2007), Adjunct Associate Professor; Saxophone; B.M., M.M., University of North Texas
- *Anne Lipe (2010), Adjunct Associate Professor; Music Therapy; B.M., Shenandoah University; M.M., The Catholic University of America; Music Therapy Equivalency, East Carolina University; Ph.D. in Education, University of Maryland
- Michael J. Maher (2003), Auxiliary Adjunct Assistant Professor; Theory and Jazz Piano; M.A., Rollins College; B.M., M.M., Oberlin Conservatory of Music
- ^Ricki Marion (2004), Adjunct Assistant Professor; Arts Management; B.F.A., M.S., Shenandoah University
- Jona Masiya (2008), Adjunct Instructor; Conservatory Academics, B.S., Africa University (Zimbabwe), M.M.Ed., Shenandoah University
- Linda Miller (2007), Instructional Assistant, Dance; Professional Dancer
- *J. Thomas Mitts (2002), Auxiliary Adjunct Associate Professor; Theory and Music History; B.M., M.M., Louisiana State University; D.M.A., University of Iowa
- Michael D. Murphy (2007), Adjunct Associate Professor; Guitar; A.A., Tidewater Community College; B.S., M.Ed., Norfolk State University; M.M., Virginia Commonwealth University; D.M.A., Shenandoah University
- Amy L. Murray (2007), Adjunct Instructor; Voice; B.M.E. James Madison University; M.M. Indiana University; D.M.A. in progress, Shenandoah University
- Matthew F. Niess (1991), Adjunct Associate Professor; Jazz Trombone; B.S., West Chester University; M.M., George Mason University
- Ann Rhodes (2011), Adjunct Associate Professor; Music; B.A., Gettysburg College; M.M., Duquesne University; D.M.A., West Virginia University
- James Carlton Rowe (2002), Adjunct Assistant Professor; Trumpet; B.M.E., Shenandoah University; M.M., The Catholic University of America
- Oleg Rylatko (2011), Adjunct Associate Professor; Violin; Artist Diploma, Peabody Institute of the Johns Hopkins University; B.M., Pre-Conservatory for Gifted Students (Minsk, Byelorussia); M.M., Moscow State Conservatory
- Robyn Hart Schroth (1987), Auxiliary Adjunct Assistant Professor; Dance; B.A., Mary Washington College; M.A., The George Washington University
- Daniel B. Shores (2003), Adjunct Assistant Professor; Music Production and Recording Technology; B.M., Shenandoah University
- Robert Strain (2002), Adjunct Assistant Professor; Piano; B.A., Shepherd College; M.M., D.M.A., Shenandoah University
- ^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
- Diana Fenni White (2000), Adjunct Assistant Professor; Piano; B.M., Hope College; M.M., University of Michigan School of Music
- Richard Whitehead (1987), Adjunct Assistant Professor; Jazz Guitar; B.A., University of Miami

Elaine Wright (2010), Adjunct Assistant Professor; Piano; B.M., Wayne State University; M.S., Marywood University; M.M., Shenandoah 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

*Steven E. Humphries (2007), Director and Associate Professor; Teaching English to Speakers of Other Languages; B.A., Auburn University; M.S., Ph.D., Florida State University

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 (1997), Professor; Curriculum; B.A., M.Ed., North Adams State College; Ed.D., Nova Southeastern University

Sarah R. Daniel (2011), Assistant Professor; Quantitative Methods; B.S., St. Andrews Presbyterian College; M.S., Augusta State University; M.A., Ph.D. (in progress), University of Texas 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

*Dennis Kellison (1995), Visiting Assistant Professor; Education Leadership; A.B., Fairmont State College, Certificate of Advanced Study, College of William and Mary; M.S., West Virginia University

Karrin S. Lukacs (2011), Assistant Professor; Curriculum and Instruction; B.A., M.Ed., University of Maryland; Ph.D., George Mason University

+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

Diane DeMott Painter (2008), Associate Professor; Curriculum and Instruction; M.Ed., University of Maryland; B.S., Ph.D., George Mason University

*Catherine Dunn Shiffman (2007), Assistant Professor; Leadership; B.A., Middlebury College; Ed.M., Harvard Graduate School of Education; Ph.D., Vanderbilt University

*Karen Huff Stewart (1981), Professor; Curriculum and Instruction; B.A., Shepherd College; M.Ed., Ed.D., University of Virginia

Part-time Faculty

Annette M. Asfaw (2010), Adjunct Assistant Professor; Education Outreach; B.A., M.A., University of Northern Colorado; Ph.D., University of Kansas

Nikki L. Ashcraft (2010), Adjunct Assistant Professor; Education; B.A., University of North Carolina; M.S., Georgia State University; Ph.D., University of Georgia

C. Yvonne Balfour (2010), Adjunct Assistant Professor; Education; B.S., Bowling Green State University; M.S., James Madison University; Ph.D., George Mason University

Denise Blake (2002), Adjunct Assistant Professor; Education; B.S., Auburn University; M.S., Catholic University

Clark E. Bowers (2006), Adjunct Assistant Professor; Education; B.M.Ed., James Madison University; M.Ed., Ed.D., Shenandoah University

Tiffany L. Brocius (2008), Adjunct Assistant Professor; Education; B.S., Edinboro University of Pennsylvania; M.Ed., James Madison University; M.Ed., George Mason University; Ed.D., Shenandoah University

Melinda Burchard (2011), Adjunct Assistant Professor; Curriculum and Instruction; B.A., College of William and Mary; M.Ed., James Madison University; Ph.D., George Mason University

Larry A. Burner (2009), Adjunct Instructor; Education; A.S., Lord Fairfax Community College; B.S., M.S., Old Dominion University

*Robert Carter (1992), Adjunct Associate Professor; Education; B.A., Washington and Lee; M.Ed., Virginia Commonwealth University; Ed.D., University of Virginia

Barbara J. Chilson (2006), Adjunct Associate Professor; Education; B.A., University of La Verne; M.Ed., Ed.D., University of Nevada

- Roger D. Collins (2006), Adjunct Assistant Professor; Education; B.A., Washington and Lee; M.Ed., Virginia Commonwealth University; Ed.D., University of Virginia
- Frank G. DiNicola, III (2006), Adjunct Assistant Professor; Education Outreach; B.A., Shippensburg University; M.A., West Virginia University; Ph.D., Shenandoah University
- David M. Gangel (1996), Adjunct Assistant Professor; Education; B.S., Bowling Green State University; M.Ed., M.S., University of Miami; Certificate of Advanced Graduate Studies, Ed.D., Virginia Polytechnical Institute and State University; Diploma of Pastoral Ministries, Eastern Bible Institute
- Ann K. Gaynor (2011), Adjunct Instructor; Education; B.S., Virginia Commonwealth University; M.A., University of Virginia
- Willie Wallicia Gill (2005), Adjunct Assistant Professor; Education; B.S., Hampton Institute; M.A., George Mason University; Post Master Graduate Studies, Virginia Tech; Ed.D., Shenandoah University
- Paul W. Glass (2003), Adjunct Associate Professor; Education; B.S., California State University; M.S., Ph.D., Virginia Polytechnical Institute and State University
- Judith P. Greathouse (2010), Adjunct Assistant Professor; Education; B.S., Radford College; M.A.Ed., Virginia Polytechnical Institute and State University; Ed.D., Shenandoah University
- =Rosemary A. Green (1982), Adjunct Associate, Education; B.A., Virginia Polytechnic Institute and State University, M.S.L.S., University of North Carolina, Ph.D., Deakin University (Australia)
- *Frances Harris-Burke (2004), Adjunct Associate Professor; Education; B.S., Hampton University; M.S., Central Connecticut State University; Ed.D., University of Hartford
- Lynda D. Hickey (2010), Adjunct Assistant Professor; Education; B.A., Southeastern College; M.A., University of Virginia; Ed.D., Walden University
- Kristin A. Hockensmith (2003), Adjunct Associate Professor; Education Outreach; B.S., Indiana University; M.S., Ph.D., Pennsylvania State University
- Suzanne M. Jimenez (2007), Adjunct Associate Professor; Education Outreach; B.S., James Madison University; M.A., Ed.D., George Washington University
- Datta Kaur Khalsa (2007), Adjunct Assistant Professor; Education; B.S., Edinboro State University; M.S.Ed., California State University East Bay; Ph.D., University of Maryland
- Dianne Kinkad (1999), Adjunct Professor; Education; A.A., University of Bridgeport; B.S., Cameron University; M.S., Bridgewater State College; Ed.D., Boston University
- Buffie M. Kulon (2007), Adjunct Assistant Professor; Education; B.S., James Madison University; M.S., Shenandoah University
- Johanna F. LaFiandra (2011), Adjunct Associate Professor; Education; B.A., Hunter University; M.S., Long Island University; D.Ed., Hofstra University
- Amy L. Larrick (2011), Adjunct Assistant Professor; Education; M.S.Ed., Old Dominion University; B.B.A., Ed.D., Shenandoah University
- =Desmond J. Lawless (2006), Adjunct Instructor; Education; B.S., West Sussex Institute of Higher Education (England); M.S., University of Wisconsin-Stout
- R. Thomas Malcolm, Jr. (2003), Adjunct Associate Professor; Education; B.S., Shepherd College; M.S., James Madison University; Certificate of Advanced Graduate Studies, Virginia Polytechnical Institute and State University
- Theresa A. Manchey (2009), Adjunct Instructor; Education; B.A., Longwood College; M.A., University of Maryland
- Ian H. Marshall (2008), Adjunct Assistant Professor; Education; B.A., M.S., Virginia Polytechnical Institute and State University; D.Ed., Shenandoah University
- Paula Garcia McAllister (2007), Adjunct Assistant Professor; Education; B.A., University of Michigan; M.A., Northeastern Illinois University; Ph.D., Northern Arizona University
- Patricia Nelson (2011), Adjunct Assistant Professor; Education; Administration and Supervision Certificate, University of Virginia; B.S., Northeastern Bible College; M.S., Long Island University
- Gail W. Rush (2011), Adjunct Instructor; Education; B.S., Shippensburg State College; M.A., Virginia Polytechnical Institute and State University
- Ronald C. Say (2000), Adjunct Associate Professor; Education Outreach; B.A., West Virginia Wesleyan College; M.A., Virginia Polytechnic Institute and State University; Ed.D., Shenandoah University
- Janet Soonthornchai (2009), Adjunct Assistant Professor; Education; B.A., West Virginia University; M.S., James Madison University

Cheryl L. Temple (2010), Adjunct Assistant Professor; Education; B.S., Illinois State University; M.S., Ph.D., George Mason University

John B. Tidwell (2011), Adjunct Assistant Professor; Education; B.A., George Mason University; M.A., Ph.D., University of Delaware

Christina F. Voskamp (2005), Adjunct Assistant Professor; Education; B.S., Slippery Rock University; M.Ed., Virginia Polytechnic Institute and State University

Cynthia M. Whittle (2011), Adjunct Instructor; Education; B.S., James Madison University; M.S., Shenandoah University

SCHOOL OF HEALTH PROFESSIONS DIVISION OF ATHLETIC TRAINING

Academic Leadership

*Rose A. Schmieg (1995), Director and Associate Professor; Athletic Training; B.S., West Chester University; M.S., Beaver College; D.H.Sc., University of St. Augustine for Health Sciences

Full-time Faculty

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Part-time Faculty

Joel Grant (2007), Adjunct Associate Professor; Athletic Training; B.A., University of Texas-Austin; M.D., UTMB-Galveston
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Michael G. Kotelnicki (2009), Adjunct Instructor; Athletic Training; B.S. (Community Health), B.S. (Exercise Science), Slippery Rock University of Pennsylvania; M.S., Indiana University of Pennsylvania
Christopher Kuenze (2011), Adjunct Assistant Professor; Athletic Training; B.S., Boston University; M.A., University of North Carolina at Chapel Hill; Doctoral candidate, University of Virginia
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DIVISION OF NURSING

Academic Leadership

*Kathryn Ganske (1994), Director and Associate Professor; Nursing; B.S.N., Indiana University; M.A., University of Virginia; M.S.N., George Mason University; Ph.D., University of Virginia

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Jacqueline Bennett (2010), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University

Cheryl Blanche (2007), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Old Dominion University

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Lisa B. Callanan (2007), Adjunct Clinical Instructor; Nursing; B.S., B.S.N., University of North Carolina at Chapel Hill; M.S.N., Medical University of South Carolina

Carol A. Carroll (1993), Adjunct Clinical Instructor; Nursing; B.S.N., University of Massachusetts at Lowell; M.S.N., George Mason University

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Sheryl F. Crim (2006), Adjunct Clinical Instructor; Nursing; A.A., Grace Bible College; A.S.N., Shenandoah University; B.A., Wheeling Jesuit University; M.S.Admin., George Mason University

- Pamela Dennis (2011), Adjunct Clinical Instructor; Nursing; A.S.N., Marymount University; B.S.N., M.S.N., George Mason University
- Betty A. Fisher (2006), Adjunct Clinical Instructor; Nursing; A.D., Shenandoah University; M.S.N., Walden University
- Gilda H. Gilbert (2009), Adjunct Clinical Instructor; Nursing; L.P.N. Diploma, Massanutten VoTech; A.D.N., Shenandoah University; B.S.N., Old Dominion University; M.S.N., Walden University
- Eleanor L. Gooch (1989), Adjunct Clinical Instructor; Nursing; A.A.N., Shenandoah University; B.S.N., Eastern Mennonite College; M.S.N., Catholic University
- Marla H. Henry (2011), Adjunct Clinical Instructor; Nursing; Diploma of Nursing, Bryn Mawr Hospital School of Nursing; M.S.N., Shenandoah University
- Sharon Hensley (2011), Adjunct Clinical Instructor; Nursing; B.S., Lee University; B.S., Shepherd University; M.S.N., Towson University
- Jane Hisey (2006), Adjunct Clinical Instructor; Nursing; L.P.N., Valley Vocational Tech School; A.D.N., Blue Ridge Community College; B.S.N., Old Dominion University; M.S.N., George Mason University
- Kathy Howey (2011), Adjunct Clinical Instructor; Nursing; A.D.N., Shenandoah University; M.S.N., Nursing Education Certificate, George Mason University
- Anne-Marie John (2011), Adjunct Clinical Instructor; Nursing; A.S.N., New York City Technical College; B.S.N., SUNY Health Science Center at Brooklyn; M.S.N., University of Rochester
- Marjorie A. Jones (2010), Adjunct Clinical Instructor; Nursing; B.A., University of South Florida; B.S.N., University of Pittsburgh; M.S.N., F.N.P., La Roche University; D.N.P. in progress, Marymount University
- Donna Joseph (2007), Adjunct Clinical Instructor; Nursing; B.S.N., University of Maryland, M.S.N., George Mason University
- Susan E. Konzelman (2010), Adjunct Clinical Instructor; Nursing; Pre-Nursing degree, University of Virginia College of Continuing Studies; B.S.N., Georgetown University; M.S.N., The Catholic University of America; D.N.P., Emory University
- Denise M. Kozlowski (2005), Adjunct Clinical Instructor; Nursing; B.S.N., University of Scranton; M.S.N., University of Virginia
- Lisa M. Levinson (2005), Adjunct Clinical Instructor; Nursing; B.S.N., Indiana University of Pennsylvania; M.S.N., University of Pennsylvania
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- Jill R. Newberry (2008), Adjunct Clinical Instructor; B.S.N., University of Nebraska-Lincoln; M.S.N., University of Colorado
- Christine A. Newcomer (2006), Adjunct Clinical Instructor; Nursing; B.S.N., Pennsylvania State University; M.S.N., Duquesne University; D.N.P. in progress, University of Virginia
- Mildred Noll (1983), Adjunct Clinical Instructor; Nursing; Diploma, Kings Daughters Hospital; B.S.N., Eastern Mennonite University; M.S.N., Marymount University
- Patrick Northcraft (2006), Adjunct Clinical Instructor; Nursing; L.P.N., Dowell J. Howard; A.S.N., B.S.N., M.S.N., Shenandoah University
- Sheree O'Neill (2011), Adjunct Clinical Instructor; Nursing; R.N., B.S.N., Boston University; M.S.N., The Catholic University of America
- Marcia A. Perkins (2008), Adjunct Clinical Instructor; Nursing; A.A., Lord Fairfax Community College, B.S.N., M.S.N., Shenandoah University
- Jennifer R. Pifer (2008), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; M.S.N., Shenandoah University
- Deborah M. Reid (2011), Adjunct Clinical Instructor; Nursing; B.S., University of Maine; B.S.N., M.S.N., Pace University

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*Sheri Hale (2004), Associate Professor; Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

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*Edward C. Schrank (2001), Associate Professor; Physical Therapy; B.S., Texas A & M University; B.S., University of West Florida; M.P.T., Baylor University; D.Sc., Rocky Mountain University

*Todd Telemeco (2001), Associate Professor; Physical Therapy; B.S. (dual), M.P.T., Shenandoah University; Ph.D., Virginia Commonwealth University

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Suzanne L. Tinsley (2005), Adjunct Assistant Professor; Physical Therapy; A.S., Panola Junior College; B.S., M.S., Texas Woman's University; Ph.D., Louisiana State University Medical Center

DIVISION OF PHYSICIAN ASSISTANT STUDIES

Academic Leadership

*Anthony A. Miller (2000), Director and Professor; Physician Assistant Studies; A.A.S., Cuyahoga Community College; B.S., University of Akron; M.Ed., Cleveland State University

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Full-time Faculty

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=*Jessica M. Trompeter (2007), Assistant Professor; Physician Assistant Studies & Pharmacy Practice; A.A., Rainy River Community College; B.S., University of Minnesota-Duluth; M.B.A., Pharm.D., Shenandoah University

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Part-time Faculty

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DIVISION OF RESPIRATORY CARE

Academic Leadership

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BERNARD J. DUNN SCHOOL OF PHARMACY

Academic Leadership

*Alan B. McKay (1995), 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

*Mary Ann Kirkpatrick (2001), Associate Dean for Student Affairs/Pharmacy and Professor; Pharmacy Practice; B.S., University of North Carolina at Chapel Hill; Certificate in Aging Studies, M.S., Ph.D., Virginia Commonwealth University

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- *Regina R. Peacock (2001), Associate Professor; Biopharmaceutical Sciences; B.S., Ph.D., University of Georgia
- ^Richard J. Pierce (2011), 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
- *Ateequr Rahman (2004), Associate Professor; Biopharmaceutical Sciences; B.Pharm., Kakatiya University (India); M.B.A., Northeast Louisiana University; Ph.D., University of Louisiana at Monroe
- *Craig Richard (2003), Associate Professor; Biopharmaceutical Sciences; B.S., University of Massachusetts-Amherst; M.S., Ph.D., Albany Medical College
- ^Elizabeth A. Sheaffer (1998), 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
- =^Jessica M. Trompeter (2007), Assistant Professor; Pharmacy Practice & Physician Assistant Studies; A.A., Rainy River Community College; B.S., University of Minnesota-Duluth; M.B.A., Pharm.D., Shenandoah University
- ^Emily Vescovi (2009), Assistant Professor; Pharmacy Practice; B.A., Pharm.D., Wilkes University
- Amber R. Wesner (2011), Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

Part-time Faculty

- +Stephen P. Boykin (2007), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S., M.S., University of Maryland; M.B.A., New Hampshire College
- Mary Jo Carden (2006), Adjunct Assistant Professor; Biopharmaceutical Sciences; B.S., University of Pittsburgh; J.D., The Catholic University of America
- +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 Iowa College of Pharmacy; Pharm.D., University of Kentucky
- Patricia Devine (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., College of Pharmacy and Health Sciences, Butler University; Pharm.D., Shenandoah University
- Stephanie Enz (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., Ohio State University; Pharm.D., Shenandoah University
- ^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 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
- +John R. Metz (2005), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S., Medical College of Virginia; M.B.A., James Madison 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 (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., Butler University; Pharm.D., Shenandoah University
- Tonya Smith (2009), Adjunct Instructor; Pharmacy Practice; M.S., Pharm.D., University of Maryland
- Robert C. Stout (2006), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S. Ohio State University
- Hillary Wall (2000), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., University of California at San Francisco
- ^Cynthia C. Winter (2001), Adjunct Instructor; Biopharmaceutical Sciences; B.S., M.A., Marshall University

UNIVERSITY LIBRARIES

Academic Leadership

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Full-time Faculty

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FACULTY EMERITI

John P. Balcer (1972), Professor; 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 of Virginia; Ph.D., University of Rochester

Sue Marston Boyd (1970), 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 (1981), Professor Emeritus, Biology; B.A., Southern Illinois University; M.A., Florida State University; Ph.D., University of Sarasota

Verne E. Collins (1958), 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 (1993), Professor Emeritus, Education; B.S., Shippensburg University; M.Ed., Ed.D., Pennsylvania State University

Warren E. DeArment (1972), Professor Emeritus, English; A.B., Dickinson College; M.A., Ph.D., University of Pittsburgh

Eugenia Evans (1963), Professor Emeritus, Piano; B.M., M.M. Conservatory of Prague, Czechoslovakia and State Conservatory (Ukraine)

John W. Happ (1972), Professor Emeritus, Chemistry; B.S., University of Maryland; Ph.D., University of Georgia

Ashley Hastings (1995), 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 (1973), 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

Daniel A. Pavsek (1992), 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, Management and Health Care Administration; B.A., The Citadel; M.H.A., Baylor University; Ph.D., University of Iowa

Travis L. Sample (1990), Professor, 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 (1974), Professor Emeritus, Music Therapy; B.A., Taiwan Normal University (Taiwan), M.M.Ed., University of Kansas

Catherine A. Tisinger (1991), Distinguished Professor Emeritus, History/Geography; B.A., The College of Wooster; M.A., Ph.D., University of Pennsylvania

DEAN EMERITUS

Stanley E. Harrison (1999), Dean of the Harry F. Byrd, Jr. School of Business and Professor; 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 (1982), President; A.A., Ferrum College; B.A., Randolph-Macon College; M.A., Virginia Polytechnic Institute & State University; Ph.D., Florida State University

2011-12 Academic Calendar

Fall Semester/Trimester I

August 15-26	Registration 2011 Fall/Trimester I
August 15	Payment Due for 2011 Fall/Trimester I
August 26	Last Day to Register to Avoid Late Registration Fee
August 29	Fall Semester/Trimester I Classes Begin
September 5	Labor Day/Administrative Offices Closed Classes Do Not Meet
September 6	Last Day to Drop or Add a Course
October 1	Last Day to Apply for December Degree Conferral
October 17-18	Fall Break/Administrative Offices Open Undergraduate Classes Do Not Meet Some Graduate Classes Meet
October 18	Midterm Grades Due
October 31- November 22	Early Registration for 2012 Spring Semester/Trimester II
November 16	International Convocation (2 p.m. Classes Canceled)
November 22	Last Day to Withdraw from a Semester Course
November 23-25	Thanksgiving Break for Students Classes Do Not Meet
November 24-25	Thanksgiving Break (Administrative Offices Closed)
December 12	Last day of Semester classes
December 13-16	Semester Examinations (Grades Due 72 Hours after last Final Exam)
December 15	Payment due for 2011/Spring Term Registration
December 16	Semester Ends
December 17	December Degree Conferrals
December 18	Trimester I Ends
December 19- January 13	Holiday Break for Students/Classes Do Not Meet Administrative Offices Open (unless noted)
December 23, 26 & 27	Administrative Offices Closed Holiday Break

Trimester programs:

All graduate education programs except TESOL.

Please Note:

Some dates overlap between Spring and Summer Terms. Any applicable dates for Summer or Trimester III are listed under that heading.

*Summer/Trimester III 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 from a summer course prior to 60 percent of course completion.

Spring Semester/Trimester II

January 2	New Year's Day Observed Administrative Offices Closed
January 3-13	Registration 2012 Spring/Trimester II
January 13	Last Day to Register to Avoid Late Registration Fee
January 16	Spring Semester/Trimester II Classes Begin
January 16	Martin Luther King Service 3 p.m. (3 p.m. Classes Canceled)
January 23	Last Day to Drop or Add a Course
March 1	Last Day to Apply for May Degree Conferral
March 12-16	Spring Break/Administrative Offices Open Classes Do Not Meet
March 13	Midterm Grades Due
March 28	Partnership with Community Day Student Attendance Mandatory No Classes until 5 p.m.
March 26- April 17	Early Registration for 2012 Fall Semester/ Trimester I and Summer 2 Classes
April 6	Good Friday/Administrative Offices Closed Classes Do Not Meet
April 17	Last Day to Withdraw from a Semester Course
April 21	Trimester II Ends
May 3	Last Day of Semester Classes
May 4	Apple Blossom (Administrative Offices Closed) Classes Do Not Meet
May 7-11	Semester Examinations (Grades Due 72 Hours after last Final Exam)
May 11	Semester Ends
May 11	Commencement Rehearsal 3-4:30 p.m. for all graduating students participating in the commencement service
May 11	Baccalaureate Service at 7 p.m.
May 12	Hooding and Pinning Ceremonies, 9-11 a.m., Commencement Ceremony at 1:45 p.m.
May 12	May Degree Conferrals

Summer Sessions/Trimester III

March 5-23	Registration for 2012 Summer 1 Classes
March 26-April 17	Early Registration for 2012 Fall Semester/ Trimester I and Summer 2 Classes
April 15	Payment Due for 2012/SU Summer 1 Session Classes Beginning Prior to June 30
April 18-24	Registration for Trimester III/Summer 2 Classes
April 30	2012/SU Summer 1/Trimester III Begins
*See left	Last Day to Drop or Add a Trimester III Course
May 4	Apple Blossom/Administrative Offices Closed Classes Do Not Meet
May 28	Memorial Day/Administrative Offices Closed Classes Do Not Meet
June 15	Payment Due for 2012/S2 Summer 2 Classes Beginning on or after July 1
July 1	Last day to apply for August Degree Conferral
July 2	2012/S2 Summer 2 Session Begins
July 4	Independence Day/Administrative Offices Closed/Classes Do Not Meet
August 3	Summer 1/Trimester III Classes End
August 10	Summer 2 Classes End
August 11	August Degree Conferrals (Grades due 72 hours after last Final Exam for all Summer Session/Trimester III Classes)

Contacting Shenandoah University

www.su.edu

Information/Switchboard

(540) 665-4500

Admissions

(800) 432-2266 or (540) 665-4581

Support Services

Academic Enrichment Center

(540) 665-4928

Business Office

(540) 665-4514

Financial Aid

(540) 665-4538

Office of Enrollment Management and Student Success

(540) 665-4517

Registrar's Office

(540) 665-5585

Residence Life and Housing

(540) 665-4611

Security

(540) 678-4444

Student Accounts

(540) 678-4476

Student Life Office

(540) 665-4862

Wilkins Wellness Center

(540) 665-4530

Academic Deans and Directors

Bernard J. Dunn School of Pharmacy

(540) 665-1282

Center for International Programs

(540) 542-6285

College of Arts & Sciences

(540) 665-4587

Harry F. Byrd, Jr. School of Business

(540) 665-4572

Northern Virginia Campus

(571) 223-0238

Shenandoah Conservatory

(540) 665-4600

School of Education & Human Development

(540) 665-4643

School of Health Professions:

Division of Athletic Training

(540) 545-7385

Division of Nursing

(540) 678-4374

Division of Occupational Therapy

(540) 665-5540

Division of Physical Therapy

(540) 665-5520

Division of Physician Assistant Studies

(540) 542-6208

Division of Respiratory Care

(540) 535-3592