



2014-15 UNDERGRADUATE CATALOG



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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.

Non-Discrimination

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The 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.

Reservation to Make Necessary Changes

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's Brand Platform

Positioning Statement

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 Promise

Rich in creative energy and intellectual challenge

Brand Drivers (Key Messages)

1. Accomplished professors who provide focused individual attention
2. Small, highly interactive classes
3. Exceptional opportunities beyond the classroom to gain experience and apply skills
4. Innovative global initiatives that expand understanding and perspectives

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. Seven 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, Occupational Therapy, Physical Therapy and Physician Assistant Studies), Eleanor Wade Custer School of Nursing (and Division of Respiratory Care), and Shenandoah Conservatory — to award baccalaureate, master and doctoral degrees.

Main Campus

1460 University Drive, Winchester, VA 22601
(540) 665-4500
www.su.edu

For two decades, Shenandoah University has also operated in Northern Virginia. Shenandoah University now educates and inspires at two separate Northern Virginia campus locations.

Northern Virginia Campus – Scholar Plaza

Programs of study include: undergraduate nursing, respiratory care, graduate education and graduate health professions. Scholar Plaza is located at:

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

Northern Virginia Campus – Innovation Hall

Programs of study include: pharmacy and pharmacogenomics. Innovation Hall is located on the Virginia Science and Technology Campus of George Washington University at:

45085 University Drive, Ashburn, VA 20147

Accreditation

Shenandoah University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters and doctorate 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 (ACME)*

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)
 Commission 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 Department of Public Safety page of the Shenandoah University website and in the Public Safety, 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 academic preparation, leadership qualities and overall interests 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 executive director of recruitment and admissions is authorized to accept applicants who meet the published admission requirements after examining their application in accordance with policies approved by the institution.

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

Entrance Requirements

Admission of High School Graduates

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

The most heavily weighted factor in the applicant's total profile is actual academic performance, as indicated by the high school transcript.

Applicants for admission to Shenandoah University are evaluated in following areas:

1. Previous high school or college records or both
2. Results of the SAT or ACT examination
3. Community and school involvement
4. Leadership positions
5. 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. A non-refundable application fee of \$30 must be submitted, and is not credited to tuition and fees.
2. Applicants must ask their high school guidance office to send an official transcript of their high school records and SAT or ACT test scores to the Office of Admissions. Credentials submitted by the applicant are not considered official.
3. If the SAT or ACT scores are not included on the high school transcript, the applicant must request the College Entrance Examination Board to send them directly to Shenandoah University, CEEB code #5613.
4. Shenandoah Conservatory Applicants Additional Requirements: Conservatory applicants must satisfactorily complete an audition or portfolio review prior to the admission decision. In the audition, each applicant must demonstrate an appropriate level of technical facility in one performance medium. Specific audition and portfolio requirements are found in the "Audition Guidelines," which are available from the Office of Admissions and on the website at: www.su.edu/admission.

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

An interview with a faculty panel is required for the following curricula: 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 and Theatre Design and Production.

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.

Guaranteed Admission 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

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

academic credentials and SAT or ACT scores, applicants may be required to submit General Educational Development (GED) scores.

Admission of Transfer Students

Applicants who have attended other regionally accredited institutions of post-secondary education for purposes other than high school dual enrollment will be considered as transfer students.

In order to be considered for admission, the prospective transfer student must submit the following:

1. Shenandoah University 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).
2. A non-refundable application fee of \$30 submitted by check, money order, or electronically payable to Shenandoah University. The application fee is not credited to tuition and fees.
3. Official transcript(s) of credits earned, entrance credits accepted, results of standardized tests administered, and evidence of good standing forwarded in a sealed envelope or a secure electronic transmission directly from each institution attended to the Office of Admissions. A combined, minimum, cumulative grade point average of a 2.0 should be achieved in order to be considered for admission.
4. Applicants who have completed fewer than 24 credits must also submit official high school transcripts.
5. SAT or ACT scores are also required if the applicant has been out of high school less than two years.

Shenandoah University grants transfer credit based on the policy headed Transfer Credit in the Academic Policies section of this catalog.

Although admissions counselors may prepare unofficial preliminary transfer course evaluations, the official report of transfer equivalencies will be issued by the Office of Academic Affairs at the time of admission.

Transfer students holding an Associate of Arts, Associate of Sciences, Associate of Arts and Sciences, or Associate of Arts and Teaching degree from an American institution will be considered to have fulfilled the Shenandoah University general education requirement. General education requirements of holders of other associates degrees or associates degrees from foreign institutions will be considered on a case-by-case basis. Specific requirements of each academic unit and majors will be considered on a case-by-case basis regardless of the associates degree earned.

Shenandoah University guarantees admission to Virginia Community College System students who have completed the associate's degree with a minimum 2.5 grade point average. Please refer to <https://www.vawizard.org/vccs/TransferGAA.action#856> for the full terms of the agreement.

The VCCS guaranteed admission program applies only to university admission.

Several programs have specific requirements, and admission to those programs is not guaranteed. Refer to Additional Program Specified Admissions Requirements that follow.

See below for Notification of Admissions Decisions and Types of Acceptance Decision.

Additional Program Specified Admissions Requirements:

Shenandoah Conservatory

Except those entering the Theater Design and Production curriculum (see below), each applicant must satisfactorily complete an audition prior to the admission decision. 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.

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: Music Education, Music Production and Recording Technology and Music Therapy.

An interview and/or portfolio review session with a faculty member is required for the following curricula: Composition and Theater Design and Production.

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

Per the National Association of Schools of Music guidelines, students who are receiving scholarship from a NASM accredited institution must submit written verification of official release from any scholarship obligations before full admission will be granted. This release can be sent to admissions in the form of an email from the current Dean of the applicant's school.

School of Nursing

Nursing applicants must successfully pass the Test of Essential Academic Skills V (TEAS V) exam with a cumulative score of 65 (note that the passing score is subject to change). Applicants may retake the TEAS exam one time. Applicants to the Nursing Second-Degree program are not required to submit a TEAS exam score.

The School of Nursing requires a minimum grade point average of 3.0 for all science courses and a 3.0 for remaining pre-requisite courses for all nursing pre-licensure transfers.

Respiratory Care

Applicants to the Respiratory Care Three-Semester Track must complete 80 credit hours, including all prerequisites and general education requirements, prior to beginning their respiratory care coursework. Respiratory Care applicants are required to have a minimum of a 2.5 grade point average overall and in all prerequisite coursework.

Readmission of Former Students

Former students seeking readmission, who have not attended class at Shenandoah for three consecutive semesters, must submit an Undergraduate Application for Admission to the Office of Admissions. A non-refundable application fee of \$30 must be submitted and is not credited to tuition and fees.

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

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

Admission of International Students

International applicants must meet the following requirements:

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 credit card, money order or wire transfer made payable to Shenandoah University.
2. Applicants must ask their former high school and/or university to send an official transcript directly to Shenandoah University's Office of Admissions. If an institution is unable to send original documents, the applicant must have an appropriate school official certify that the copy is an official copy with a stamp and signature. All transcripts must be received in unopened envelopes that have been stamped or signed by an authority at the sending institution across the envelope seal. If records are not in English, the applicant must include a certified translation. Shenandoah University will also accept verified transcripts from WES ICAP in lieu of official transcripts sent from the applicant's previous institution(s) of higher learning.
3. All transcripts from countries outside the United States must also be evaluated by an academic credential evaluation company to obtain equivalency information on courses, grades and degrees earned. An English translation will not be accepted in place of an academic credential evaluation. Applicants may make arrangements to have an evaluation completed with any of the providers listed at www.naces.org. All associated fees are the responsibility of the applicant.
4. Shenandoah Conservatory applicants may complete specific audition and portfolio review requirements by submitting a recorded audition, if travel to the Winchester campus or a regional audition site is not feasible. Recorded audition rules and guidelines is available at www.su.edu/auditions.
5. Non-Native Speaking (NNES) undergraduate students are admitted in three different ways: 1) full admission, 2) provisional admission, depending on requirements for each program, or 3) admission into the Summer English as a Second Language (ESL) Certificate program.

Full Admission of NNES Undergraduate Students

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

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

Provisional Admission of NNES Undergraduate Applicants

Undergraduate students with scores in the following ranges may be granted provisional admission and begin their undergraduate programs, however; they must enroll in 6 to 9 credit hours of ESL at the Intermediate Level until they achieve the TOEFL/IELTS score required or until they have obtained a grade of B or higher in ESL 106 and 109.

1. Test of English as a Foreign Language (TOEFL) internet-based score of 61 to 70; paper-based scores of 500-226; or computer-based scores of 173-195.
2. Sakae Institute of Study Abroad (SISA) test score levels 10 to 13.
3. International English Language Testing System (IELTS) overall band score of 5.5 to 6.0 with no subset score below 4.0.

ESL Certificate Admission of NNES Undergraduate Applicants

Applicants who do not meet the standard for full or provisional admission can be admitted into the ESL Certificate program. ESL-only students will be required to successfully complete the two Beginning Level ESL courses offered in the summer term with a grade of B or higher before they are able to apply for provisional admission to other programs. Depending on program requirements, some students may gain provisional admission with the test scores listed below.

1. Test of English as a Foreign Language (TOEFL) internet-based score of 40 to 60.
2. Sakae Institute of Study Abroad (SISA) test score levels of 5 to 9.
3. International English Language Testing System (IELTS) overall band scores of 4.5 to 5.5 with no subset score below 3.5.

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

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

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

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

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

Specific guidelines for completing ESL requirements may be obtained from the ESL Department.

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

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.

Issuance of I-20 for International Applicants

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.

Admission of Certificate Students

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

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

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

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

High School Seniors

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

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

Admission After the Junior Year

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

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

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

Visiting Students (Non-Degree-Seeking)

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

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

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

Visiting students are not eligible for financial aid.

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

Center for Lifelong Learning Students

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

Special Admissions

Admission of Applicants Without a High School Diploma

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

- An average battery of 450 (total score of 2250) or higher with no individual score below 410
- Evaluation of the application by the appropriate academic unit
- Interview of the applicant by the appropriate academic unit

The decision on acceptance will be made on a case-by-case basis.

Dual Enrollment

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

Dual enrollment courses are only valid while the student is still enrolled at a high school. Upon high school graduation, if a student enrolls at another college or university, before

enrolling at Shenandoah University, they will be considered a transfer student, not a freshman or first-time student.

Advanced Placement

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

International Baccalaureate

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

Deferred Enrollment

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

Types of Acceptance Decisions

At the discretion of the executive director of recruitment and 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, and a satisfactory audition or interview (when applicable) is admitted in good standing. Such students may enroll in a full program of study as outlined in the catalog.

Admission in Conditional Standing

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

Provisional Acceptance

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

Notification of Admission Decision

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

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

ACADEMIC POLICIES

Matriculation

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

Criminal Background Check Policy

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

Email Policy

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

Academic Advising

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

Registration

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

Inaccurate Registration

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

Course Prerequisites

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

Change in Registration

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

Adding a Course

Courses scheduled for an entire term of 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 Academics Policies section of the university's catalogs and the *Faculty Handbook*.

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

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

Drop and Withdrawal Policy for Summer Terms

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

Dropping a Summer Term Course

- *Courses meeting less than one and up to two weeks:* Any drop must be prior to the first day of class.
- *Courses meeting three to four weeks:* First day of class and the following business day.

- *Courses meeting five to six weeks:* First day of class and the following two business days.
- *Courses meeting seven to eight weeks:* First day of class and the following three business days.
- *Courses meeting nine or more weeks:* First day of class and the following four business days.

Withdrawal from a Summer Term Course

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

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

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

Repeating Courses

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

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

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

Auditing a Course

Students may enroll in courses as auditors on a space available basis during the time period beginning the week prior to the start of term through the sixth calendar day of a semester (last day of add/drop period). A change in status cannot be made after the sixth calendar day of a semester.

Students may not enroll in classes at audit fee levels when the class is offered on a special fee basis.

The audited course will not be used in determining the student's full-time or part-time enrollment status for the semester.

Auditing students may attend class; engage in discussion at a reasonable level; participate in field trips, concerts, etc.; submit work for evaluation and take examinations. Auditing students must meet course prerequisites. Auditing students do not receive background instruction in prerequisite areas, outside coaching or project advising.

Students may not enroll as auditors in applied music or any other form of independent or individual instruction.

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, 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 two consecutive semesters are not required to reapply through Admissions, but may register for courses following normal procedures after first contacting the Registrar's Office to have their program reactivated. Students are considered "in attendance" the semester of withdrawal provided they actually did attend classes beyond the add/drop period of that semester before withdrawing.

Students who withdraw from the university and do not attend class at Shenandoah for three consecutive semesters and wish to return must apply for readmission.

Course Numbering System

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

Courses are numbered as follows:

000-099 Non-credit review, preparatory or remedial classes

100-299 Undergraduate, lower division

300-499 Undergraduate, upper division

500-899 Graduate, Doctoral and First Professional

Semester Credit Hours

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

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

1. 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. Official documentation of course evaluation of international transcripts must be submitted through a current member of the National Association of Credential Evaluation Services (NACES). See <http://www.naces.org/members.htm>

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 (ACE) or the National Program on Non-Collegiate Sponsored Instruction. Those submitting armed services instruction are encouraged to review ACE's "A Guide to the Evaluation of Educational Experiences in the Armed Forces." Official documentation for such credit must be submitted to the Office of Admissions, which will make a determination, in consultation with the appropriate dean or director, on the credit to be awarded.
4. Credits for secondary school advanced standing and credit by examination. Such options include Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examination (CIE) and College Level Examination Project (CLEP). Please see below for test score requirements and Shenandoah equivalencies. Official documentation for such credit must be submitted to the Office of Admissions.
5. Upon appeal to the Office of Academic Affairs, credits earned at non-accredited institutions or by any means not described above 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, course syllabus and documentation related to the instructor's academic credentials for each course to be evaluated. In considering such courses for transfer, the official designated by the chief academic officer will consult with the appropriate dean or director.

Transfer evaluation is completed by the Office of Academic Affairs upon receipt of official documentation as specified above. The following procedures guide transfer credit consideration:

1. Shenandoah University requires that a student complete at least 30 credits in residence and at least 30 credits at the 300-level or above. Accordingly, no more than 90 credits total will be accepted for transfer.
2. Courses for which there is a direct Shenandoah University equivalency and/or which apply to general education, the student's major and/or minor program or general electives will be considered for transfer.
3. 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.
4. Courses completed more than ten years ago are subject to case-by-case review which may limit their applicability toward a degree program.
5. 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.

Those students who wish to transfer credits to Shenandoah University after matriculation are encouraged to complete the "Permission to Study Elsewhere" form to insure that the completed course will transfer. The above guidelines for initial evaluation apply.

Advanced Standing

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

Advanced Placement (AP)

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

Advanced Placement

Test	Score	Course	Hours
Art History	3, 4, 5	ART 200	3
Art Drawing	3	ART 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	FREE elective	6*
Computer Sci A series	5	IST 204	3
Computer Sci AB series	5	IST 204 or IST 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	FREE elective	3*
Japanese Lang-Culture	3, 4, 5	FREE elective	6*
Latin	3	FREE elective	3*
Latin	4, 5	FREE elective	6*
Latin Literature	3	FREE elective	3*
Latin Literature	4, 5	FREE 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	4
Math-Calc BC	3, 4, 5	MATH 201, 202	4, 4
Music Theory	4, 5	Take and pass final for MUTC 101	3
Physics I	4,5	Physics 111	4
Physics 2	4,5	Physics 112	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 A I	5,6,7	ENG 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 credits
Economics	5,6,7	EC elective 3 credits
Geography	5,6,7	GEO elective 3 credits
History	5,6,7	HIST 102
History Americas	5,6,7	HIST elective
Islamic History	5,6,7	HIST elective 3 credits
Information Technology	5,6,7	IST 204
Philosophy	5,6,7	PHIL 101
Psychology	5,6,7,	PSY 101
Anthropology	5,6,7	FREE elective 3 credits
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	FREE elective 3 credits
Music		no credit
Theatre Arts		no credit

University of Cambridge International Examinations (CIE)

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

CIE course	Score	Shenandoah University Equivalent
Accounting	a,b,c,d,e	BA 211 and 212
Business Studies	a,b,c,d,e	BA 203
Design and Technology	a,b,c,d,e	no equivalency
English Language	a,b,c,d,e	ENG 102
Literature in English	a,b,c,d,e	ENG 102
Biology	a,b,c,d,e	BIO 105
Chemistry	a,b,c,d,e	CHEM 105
Computing	a,b,c,d,e	no equivalency
Economics	a,b,c,d,e	EC 211 and 212
Environmental Management	a,b,c,d,e	ES 101
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 Program (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. Students should contact the Transfer Evaluation Office prior to taking a CLEP to verify how the CLEP will transfer into Shenandoah University. Students must submit official copies of the test results to the Office of the Registrar 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
College Comp	50	6	ENG 101, 102
English Literature	50	6	ENG elective
<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	FREE 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	6	FR 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	4	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	FREE elective
Trigonometry+	50	3	MATH 102

Business

Financial Accounting	50	3	BA 211
Principles of Accounting I	50	6	BA 211,* BA 212*
Introductory Business Law	50	3	BA 303
IS and Computer Apps	50	3	IST elective
Principles of Macroeconomics	50	3	EC211
Principles of Microeconomics	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 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 vice president for academic affairs, which, if any, other examinations are accepted. Each unit also determines the minimum passing score for such examinations and the credit, if any, to be awarded.

Non-Collegiate-Sponsored Instruction

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

Catalog of Record

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

If a Conservatory student chooses to change a specialization (applied instrument) after they are enrolled, the student will be placed on the next available academic catalog. For

any Conservatory student choosing to complete a change of curriculum or add a minor, certificate or second degree, the approved changes will become effective at the beginning of the first academic term after the form is received by the Office of the Registrar. The student will be placed on the next available academic catalog.

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

Requirements for Degrees

Candidates for degrees at Shenandoah University must complete all of the following in order to graduate:

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.
 - d. At least 30 credit hours at or above the 300-level.
3. The certificate residency minimum requirement is one half of the credits of the certificate program or 30 credit hours, whichever is less. Schools may raise these requirements. Students should refer to the individual school or division sections of the academic catalog for additional information.
4. Candidates for certificates and baccalaureate degrees must fulfill the specific requirements of their curricula with a cumulative grade point average of 2.000. Some programs require a higher grade point average in the major. Consult the descriptions of individual majors/degree programs to determine other requirements.

5. Complete all necessary assessment measures and surveys as deemed appropriate by the university or school.
6. To be eligible for graduation, students must submit an application to graduate by the publicized deadline.

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

Consult degree requirements in each school for further restrictions.

General Education Curriculum

Amy Sarch, Director of General Education

Gregory Hall, Room 154, (540) 542-6534, asarch@su.edu

The general education program is required of all students entering Shenandoah University as a first-year/freshman. This requirement is in addition to the college/school requirements and the major/program of study requirements. Transfer students should consult with their advisor and/or the director of general education concerning their general education requirements.

Students should direct all questions regarding general education to their college/school/program dean or director, and/or the director of general education at asarch@su.edu.

Statement of Purpose

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

Quick Reference Guide for General Education

- Students must complete at least three credits in each of the seven domains.
- A maximum of six credits per domain may count toward a student's general education requirements with the exception of the effective communication domain, in which students may take a maximum of nine credits, and the nature of science domain, in which students may take a maximum of eight credits.
- Students must complete ENG 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). Transfer students are exempt from FYS 101; however, transfer students must complete the general education requirements with a three-credit course from Domain 7.
- Students must complete a minimum of thirty general education credits.
- It is recommended that students complete their written communication and quantitative literacy general education requirements during their first two years.

Program Goals

Shenandoah University's general education program targets eight primary areas that the faculty and students have identified as essential to productive citizenry: 1) critical thinking; 2) effective communication; 3) artistic expression; 4) quantitative literacy; 5) the nature of science; 6) moral reasoning; 7) the individual in society; and 8) the individual in the world. The general education requirements are designed to enhance the skills of students within all of these areas.

Critical Thinking

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

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

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; and
5. Recognize major themes.

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.

The Nature of Science

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

Learning Objectives

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

Moral Reasoning

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

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

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

The Individual in Society

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

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

1. Identify the biological, physiological, historical and/or social underpinnings of human behavior;
2. Understand how individuals and/or society develops physically, cognitively, socially, historically and/or politically;
3. Articulate and apply appropriate theoretical/historical frameworks for understanding the human experience; and
4. Assess how social situations affect human/societal behavior.

The Individual in the World

Definition: The study of the individual in the world investigates peoples, cultures and/or governments different from the students own in an attempt to foster an appreciation of cultural diversity. Such a global perspective is a cornerstone of productive citizenry in the 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, the nature of science, moral reasoning, the individual in society, and the individual in the world, students develop an awareness of the world around them and the ability to perform effectively in the communities in which they engage.

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

Requirements

Domain	Credits
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) The Nature of Science (SL)	3-8
5) Moral Reasoning (MR)	3-6
6) The Individual in Society (IS)	3-6
7) The Individual in the World (IW) (Every first-time, first-year student must complete FYS 101)	3-6
Total General Education Credits	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
AMGT 312/512	Arts Marketing and Audience Engagement	3
DA 262	Techniques for Teaching Dance	3
DA 361	Ballet Pedagogy	2
DA 362	Modern Dance Pedagogy	2
DA 363	Jazz Dance Pedagogy	2
MCOM 150	Principles of Public Speaking	3
MUED 130	The Musician Teacher	2
MUED 135	Foundations of Education and Music	2
MUTH 221	Standards of Clinical Practice	3
PSY 360	Biopsychology	3
SOC 210	Social Problems	3
TH 101	Acting I	3
TH 102	Acting II	3
TH 113	Basic Acting for Non-Majors I	3

Domain 2: Artistic Expression (3-6)

Course	Title	Credit Hours
AMGT 309/509	Foundations of Arts Management	3
ART 200	Art Appreciation	3
ART 216	American Art	3
DAPE 113	Modern Dance I	1
DAPE 114	Modern Dance II	1
DAPE 120	Foundations of Ballet Technique	3
DAPE 123	Ballet I	1
DAPE 124	Ballet II	1
DAPE 133	Jazz I	1

DAPE 134	Jazz II	1
DAPE 135	Tap I	1
DAPE 136	Tap II	1
DAPE 152	Contact Improvisation	1
DAPE 393	Social Dance Styles	1
ENG 102	Introduction to Literature	3
ENG 306	Ancient World Literature	3
ENG 310	American Autobiography	3
ENG 313	Literature in Critical Perspectives	3
ENG 315	Nature Writing in America	3
ENG 325	American Short Story	3
ENG 328	Contemporary World Fiction	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 367	Tragic Drama	3
ENG 382	English Romantic Poets	3
MUEN**	Ensembles (audition required)	1
MUEN 372	World Music Ensemble	1
MULT 275	Western Art Music Appreciation	3
MULT 355	American Musical Theatre I	3
MULT 411	Piano Literature I	2
MULT 432	Jazz History	3
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 Theatre II	3
TH 355	American Musical Theater I	3
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	4
MATH 207	Introduction to Statistics	3

Domain 4: The Nature of Science (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 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	Physical 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
EC 340	Moral Foundations of Free Enterprise	3
HP 317	Spirituality in Patient Care	3
HP 451	Bioethics for Health Care Professionals	3
MCOM 211	Media Ethics	3
OLED 360	Ethical Issues in Outdoor Leadership and Education	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 225	Christian Social Ethics	3
PHIL 331	Philosophy of Nonviolence	3
PSCI 207	Communism, Fascism and Democracy	3
PSCI 311	Organizational Leadership	3
REL 101	Introduction to Religious Thought	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 225	Christian Social Ethics	3
REL 251	Christian Spirituality	3
REL 332	Christianity and the African-American Experience	3
REL 340	Religion and Ecology	3
SM 341	Ethics in Sport	3

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

Course	Title	Credit Hours
AMGT 309/509	Foundations of Arts Management	3
AMGT 312/512	Arts Marketing and Audience Engagement	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
EXSC 350	Sport and Exercise Psychology	3
HIST 103	United States History I	3
HIST 104	United States History II	3
HIST 111	Thinking Historically	3
HIST 201	The Practice of History	3
MULT 211	Core Western Music History I	3
MULT 212	Core Western Music History II	3
MULT 271	Women in Music	3
MUTH 331	Psychology of Music	3

PSCI 101	Introduction to Political Science	3
PSCI 201	American Government	3
PSCI 202	State and Local Government	3
PSCI 310	U. S. Constitution	3
PSCI 311	Organizational Leadership	3
PSY 101	General Psychology	3
REL 110	The Global Context of Christian Leadership	3
REL 220	A Survey of Western Christianity	3
REL 310	Judaism	3
REL 330	Christianity in the United States	3
REL 332	Christianity and the African-American Experience	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
ASL 101	Beginning American Sign Language I	3
ASL 102	Beginning American Sign Language II	3
DA 471	History and Philosophy of Dance I	3
ENG 306	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
MULT 275	Western Art Music Appreciation	3
PHIL 311	Asian Religion and Philosophy	3
PSCI 204	Introduction to International Politics	3
PSCI 207	Communism, Fascism and Democracy	3
PSCI 209	Introduction to Comparative Politics	3
REL 112	Christian Discipleship	3
REL 202	World Religions	3
REL 220	Survey of Western Christianity	3
REL 225	Christian Social Ethics	3
REL 311	Asian Religion and Philosophy	3
REL 312	Islam	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 II	3

**Some courses require auditions/prerequisites.*

Dual Enrollment

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

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

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

Program Time Limit

A full-time student should complete all degree requirements within six years of initial registration at Shenandoah. Stand-alone undergraduate certificate requirements (not taken with an undergraduate program) should be completed within four years of initial registration at Shenandoah. Time extensions may be granted when approved by the 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 school/division deans/directors. Students must complete a Curriculum Change Form, which is available from the Office of the Registrar.

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

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

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

Classification of Students

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

Students enrolled in baccalaureate degree programs are classified as follows:

Classification	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
AU	Audit		0.0	No	No
NC	No Credit Course		0.0	No	No
TR	Transferred		0.0	No	Yes

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

Incomplete Grades

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”.

Grade Changes

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

Calculation of Grade Point Average

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

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

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

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

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

Final Examinations

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

Credit Hours Graded *	Minimum Cumulative GPA
1.00 - 23.99	1.6
24.00 - 53.99	1.8
54.00 and above	2.0

**Credit Hours Graded includes transfer credit hours transferred in to student's program of study.*

Academic Probation

Students are placed on academic probation when their cumulative grade point average (GPA) does not meet the minimum standards defined under the previous section Academic Standing. As students are placed on probation, they are referred to the Turning Point Program, which is administered by the Director of Learning Resources & Services.

Turning Point is a program designed to assist students who are on probation with skills and support systems not only to get off probation but also to make consistent and steady progress toward continuing academic success. In Turning Point, customized interventions are developed to meet students' specific needs for assistance. Elements of the program include assessment of students' individual challenges, assignment into STSK 103 (Study Skills course for students on probation), individual academic counseling, specific skills workshops and assignment of a designated mentor/coach who will work with the student to develop a plan for improvement, work with tutors and study groups or other customized learning interventions.

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 class at Shenandoah for three consecutive semesters 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 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. These gold honor cords are distributed during graduate line-up. 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 vice president for academic affairs.
3. All outstanding work must be completed within one academic year of the student's last semester of attendance. When work is not completed within one year, the student will be required to formally reapply for admission and be placed under the newest academic catalog.
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.
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.

Degree Conferrals and Diplomas

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

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

Transcripts and Student Records

Shenandoah University accords to students all rights under the law. No one outside the institution shall have access to, nor will the institution disclose any information from, students' education records without the written consent of students, except to personnel within the institution, persons or organizations providing student financial aid, accrediting agencies carrying out their accreditation function, persons in compliance with a judicial order and persons in an emergency in order to protect the health or safety of other persons. All these exceptions are permitted under the Family Educational Rights and Privacy Act of 1974. School policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Academic Policies section of the university's catalogs, in the Office of the Registrar and in the Student Life Office.

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 Statement

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The 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 the university catalogs. Criticism and suggestions are always welcomed; however, threats, disturbances, force of any kind by a single student, a minority or majority will not be tolerated. The trustees, administration, faculty and student body all have the obligation to protect the rights of students to the peaceful and orderly use of its resources, personnel and facilities.

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

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

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

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

Protecting Student's Privacy Rights

Annual FERPA Disclosure

Annually, Shenandoah University provides information to students concerning their rights under the Family Educational Rights and Privacy Act of 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.

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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local education authorities ("federal and state authorities") may allow access to your records and PII without your consent to any third party designated by a federal or state authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education

agency or institution. Second, federal and state authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service and migrant student records systems.

Definitions

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

Student – any person who attends or has attended Shenandoah University

Education records – any record (in handwriting, print, tapes, film or other medium) maintained by Shenandoah University, or an agent of the university, which is directly related to the student.

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

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

Exceptions to the definition of education record include:

- I. A personal record kept by a staff member if it is kept in the sole possession of the maker of record and is not accessible or revealed to any other person except a temporary substitute for the maker of record.
- II. An employment record of an individual, whose employment is not contingent on the fact that he/she is a student, provided the record is used only in relation to the individual's employment.
- III. Records maintained by Shenandoah University if the record is maintained solely for law enforcement purposes, is revealed only to law enforcement agencies of the same jurisdiction, and the Unit does not have access to education records maintained by the university.
- IV. Records maintained by the Wellness Center if the records are used only for treatment of a student and made available only to those persons providing the treatment.

V. Alumni records which contain information about a student after he/she is no longer in attendance at the university and which do not relate to the person as a student.

Under FERPA, students have the following rights:

- I. The right to inspect and review their education records within 45 days of the day the university receives a request for access.

Procedure to Inspect Education Records

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

Right of the University to Refuse Access

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

- The financial statement of the student's parents;
- Letters and statements of recommendation for which the student has waived his/her right of access, or which were placed in the file before January 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.)

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 to a non-SU email address, 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 SU email 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, school or division, academic level and year in school, full-time/part-time status

- 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 vice president for academic affairs within 10 class days after the receipt of the response from the appropriate administrator.
2. The 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 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 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 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 vice president for academic affairs. The student dismissed from class on disciplinary grounds may appeal to the 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 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 dean of the School 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.

Shenandoah University Honor Code

I. Introduction

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. The concept of honor may be defined in a variety of ways; however, at this university, the code prohibits lying, stealing and cheating. 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.

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 all violations of the Honor Code in a timely manner. Ignorance is not an acceptable defense for failing to follow the Honor Code.

The University Cabinet shall recommend all non-editorial changes to this Honor Code to the Board of trustees for approval, upon consideration of said changes by each of the Student Government Association, the Faculty Senate and the Academic Cabinet. Proposed changes should be shared with Student Government and Faculty Senate for any comment from those bodies by their representative to the University Cabinet, at the time the University Cabinet considers the changes to the Honor Code. The president may make editorial changes.

II. Overview of Honor Code Procedures

Alleged violations of the Honor Code can be reported by a student or faculty member/course coordinator/ instructor; but once an alleged violation is reported, the case should be resolved (a decision is rendered and if necessary, sanctions are imposed) within thirty (30) business days, unless there are extenuating circumstances. The Honor Code process allows for alleged violations related to a specific class to be handled by the Faculty Reporter as defined in Article III, Section 3.01.b. Alternatively, the Faculty Reporter may seek assistance to resolve alleged violations by requesting an Academic Integrity Meeting. Accused Students, who have been found guilty previously of violating the Honor Code, will be required to attend an Honor Court hearing, the highest level of this Honor Code process, for any subsequent charges. Accused Students found guilty of violating the Honor Code may appeal decisions and/or sanction(s), but the last level of appeal is the Honor Court (see Figure 1).

III. Terms and Definitions

I. Participants

- a. **Accused Student:** The student alleged to have committed a violation of the honor code.
- b. **Faculty Reporter:** A faculty member; course coordinator; or instructor; who has knowledge of an alleged Honor Code violation, or is making an accusation on behalf of a student reporter.
- c. **Student Reporter:** A student who has knowledge of an alleged Honor Code violation. A student must notify a faculty member; course coordinator; instructor; or Academic Integrity Representative of the alleged violation.
- d. **Advocate:** Another member of the university community, an employee or student, who is not a lawyer or a relative and will act as a resource for the Accused Student, Faculty Reporter or Student Reporter. An advocate may be present with the Accused Student, Faculty Reporter or Student Reporter at any point of time during the Honor Code process. During the Accused Student- Faculty Reporter meeting or the Academic Integrity meeting, the advocate may only consult with the Accused Student, Faculty Reporter or Student Reporter. During the Honor Court hearing, the advocate may assist the Accused Student in providing evidence and statements.
- e. **Academic Integrity Representatives:** Academic Integrity Representative(s) are full-time faculty members appointed by the dean or director for a three (3) year term to oversee the Academic Integrity Meeting and provide guidance to the Accused Student, Faculty Reporter and Student Reporters each year. Each College/School/Division should have at least two (2) Academic Integrity Representatives and one (1) alternate.
- f. **Academic Integrity Meeting:** A meeting to hear evidence and testimony of the Accused Student, Faculty Reporter and Student Reporter by at least one Academic Integrity Representative. The Academic Integrity Meeting involves the Academic Integrity Representative(s) and student. The Faculty Reporter must be present at the Academic Integrity Meeting unless the Accused Student specifically requests that the Faculty Reporter not be present. In addition, advocates for the Accused Student, Faculty Reporter and Student Reporter; witnesses, and others with pertinent information may be present.
- g. **Convening Officer:** Full-time faculty members appointed by the Office of Academic Affairs who are responsible for investigating, collecting evidence and ensuring that all Honor Court hearing proceedings are followed. The Office of Academic Affairs will appoint six (6) faculty members in three (3) year staggered terms. When there is need to convene an Honor Court, the Office of Academic Affairs will randomly select a Convening Officer from this pool.
- h. **Honor Court:** A body of five (5) voting members that hears cases not resolved at a previous stage or cases involving students who have been found guilty of a previous Honor Code violation. The Honor Court is comprised of the vice president for academic affairs (chair), a Convening Officer; one (1) faculty member from a pool of potential members of the Honor Court, and two (2) undergraduate or graduate students from a pool of potential members of the Honor Court. Membership of the

Honor Court will be chosen from the pool of faculty and students in the corresponding academic level (undergraduate or graduate), but from a different School, Program, or Division of study as the Accused Student.

2. Violations

- a. Cheating: 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.
- b. Plagiarism: 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.
- c. Falsification: 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.
- d. Tampering with records: 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, registrations and attendance reports.
- e. Forgery: Imitating or counterfeiting of any academic or clinical document, signature or authorization.
- f. Withholding information: Failure to inform Academic Integrity Representative(s), the Honor Court or faculty members of any and all information concerning Honor Code violations.

- g. Breach of confidence: As all processes 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.
- h. Academic theft: 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.

3. Sanctions

- a. The Faculty Reporter; Academic Integrity Representative(s) or Honor Court will recommend and impose sanction(s) that they believe are appropriate to the violation. The Faculty Reporter has control over his/her classroom, and therefore can recommend sanctions only related to his/her course. Any modifications to sanctions made by the Academic Integrity Representative(s) or Honor Court must be discussed and approved by the Faculty Reporter. Sanctions are not limited to those listed in this document, however, any sanctions developed outside of this document should not violate the Accused Student's rights. Committing additional violations will result in more severe sanctions.
- b. The Faculty Reporter; Academic Integrity Representative(s), or Honor Court will consider the following criteria in determining if and how the sanctions are to be applied: 1) whether a violation of the Honor Code has occurred; 2) whether the violation was committed purposely, willingly and with the knowledge of the accused; 3) whether the Accused Student has a prior Honor Code violation (only applicable to the Honor Court).
- c. Imposed sanction(s) will include mandatory Honor Probation for the remainder of his/her education at the university. The Office of Academic Affairs will maintain the list of students on honor probation. In addition, all students being found guilty will receive a letter of reprimand from the Office of Academic Affairs.
- d. Additional sanction(s) may include, but are not limited to, the following:
 - i. Notation on Transcript: Notation of Honor Code violation on the student's transcript. The notation will indicate that the student is on "Honor Code Probation." If noted on the student's transcript, it will remain on the transcript until the student's departure from the university, at which time the student may appeal to the Registrar's Office for it to be removed.
 - ii. Loss of Academic Credit: Assignment of any grade up to and including no credit on an affected assignment, quiz, examination or course. Also assignment of a grade up to and including failure in all courses in which the student is enrolled at the time of the violation. Honor code cases resulting in failure in the course will be noted on the student's transcript. This notation will remain on the student's transcript until departure from the university, at which time the student may appeal to the Registrar's Office for it to be removed.
 - iii. Suspension from the Course or University: Suspension from the course and/or university may take effect either during the semester in which the violation occurred or the following semester, excluding summer terms. 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 time period for the suspension will be decided by the vice president for academic affairs.

- iv. Dismissal from Shenandoah University: Dismissal of a student from the university (with or without the possibility for reapplication). Honor code cases resulting in dismissal from the university will be noted on the student's transcript.
- v. Temporary or permanent loss of facility or campus privileges, visitation, housing or parking.
- vi. Community service.
- vii. Revocation of awarded certificate or degree.

IV. Rights and Responsibilities of the Accused Student

I. Rights of the Accused Student

- a. To be considered innocent until proven guilty.
- b. To be accompanied by a single advocate of his/her choice 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 a copy of evidence pertaining to the alleged Honor Code violation at the time of the Accused Student-Faculty Reporter Meeting and prior to the Academic Integrity Meeting or Honor Court hearing.
- f. To receive a new and separate hearing for each charge, which cannot be held at the same time as another hearing. Discovery of multiple violations at the same time by a single reporter may be treated as one charge.
- g. To request that any persons with information pertinent to the case be called forward to speak.
- h. To receive notification of the date, time, location and membership of the Academic Integrity Meeting or Honor Court hearing no later than two (2) business days prior to the assigned meeting or hearing.
- i. To call into question the impartiality of any of the Academic Integrity Representative(s) or Honor Court officials no later than one (1) business day before the Academic Integrity meeting or Honor Court hearing. Failure to do so waives that right, except if proven that the information was found afterwards.
- j. To be present and receive written notification of the Academic Integrity Meeting or Honor Court's decision.
- j. To be present and receive notification of the Academic Integrity Meeting or Honor Court's decision.
- k. To request that the Faculty Reporter not be present at the Academic Integrity Meeting or during the rendering of the decision (and sanctions) at the Honor Court hearing.

- l. To appeal a decision of a Faculty Reporter to the Academic Integrity Representative(s).
- m. To appeal the decision of the Academic Integrity Representative(s) to the Honor Court.

2. Violation of the Accused Student's Rights

If the accused student feels that his/her rights, as described in Article IV, Section 4.01, have been violated, he/she should file a written appeal (in hardcopy or electronically) to the vice president for academic affairs within two (2) business days of the Accused Student-Faculty Reporter Meeting, Academic Integrity Meeting or Honor Court hearing. Any purported violation rights will be reviewed by the VPAA. Any proven violation will result in dismissal of current charges.

3. Responsibilities of the Accused Student

A student accused of an Honor Code violation has the responsibility to participate in the Honor Code process. If a good faith effort is made to involve the student in the process, including but not limited to a letter and/or email, and the student fails to respond and/or participate, the alleged violation will move forward with a decision and sanctions, if applicable, being rendered based on existing evidence.

4. End of Semester and Graduation Policy

A student accused of an Honor Code violation for which a decision has not yet been rendered, the Faculty Reporter 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. 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 a decision is rendered on the Honor Code violation.

5. Summer Sessions

Alleged Honor Code violations occurring between spring commencement and the first day of fall semester classes should be resolved within the thirty (30) day time period proposed for the Honor Court procedure whenever possible. If an Accused Student-Faculty Reporter Meeting and/or Academic Integrity Meeting cannot be convened within the 30 day time period, the violation may be heard when the fall semester begins. Appeals requested during this period will be heard by the Honor Court when the fall semester convenes.

6. Withdrawal from the Course

Students may withdraw from a course in which an Honor Code violation is currently being investigated. Withdrawal from a course in which an Honor Code violation is being investigated in no way precludes any part of the Honor Code process, nor does it void any resulting sanctions.

If the student withdraws from a course in which he/she is being accused and is later found guilty, the registrar can reverse the withdrawal. If the course has ended, the Honor Code violation investigation will continue until resolved. In the case where a student has been found guilty of an Honor Code violation and a course grade has already been assigned and the sanction involves the course grade, the registrar can reverse the course grade.

V. Rights and Responsibilities of the Student Reporters and Faculty Reporters

I. Student Reporters

- a. Rights of the Student Reporter
 - i. To have any report of a violation acknowledged by the Faculty Reporter or an Academic Integrity Representative.
 - ii. To have his/her name kept confidential from any persons not involved in the Honor Code process.
 - iii. To be accompanied by a single advocate from the university, an employee or student, who is not a lawyer or a relative.
- b. Responsibilities of the Student Reporter
 - i. To follow and obey all policies and procedures of the Honor Code.
 - ii. To cooperate with all investigations and proceedings related to the Honor Code
 - iii. To give honest and accurate testimony.
 - iv. To report any threats, harassment, retaliation, or intimidation to the Office of Academic Affairs.
 - v. To keep confidential all matters pertaining to the case.

2. Faculty Reporters

- a. Rights of the Faculty Reporter
 - i. To have any report of a violation acknowledged by an Academic Integrity Representative.
 - ii. To be accompanied by a single advocate of his/her choice from the university who is not a lawyer or a relative.
 - iii. To be involved in the Honor Code process and to receive notification of the outcome of an Honor Code violation.
 - iv. To assign a grade of Incomplete ("I"), if applicable, to an accused student until a decision is rendered on the Honor Code violation.
 - v. To approve and/or recommend sanction(s) and receive notification of any sanction(s) that have been modified by the Academic Integrity Representative or Honor Court.
- b. Responsibilities of the Faculty Reporter
 - i. To follow and obey the Honor Code policy.
 - ii. To cooperate with all investigations and proceedings related to the Honor Code.
 - iii. To report any threats, harassment, retaliation, or intimidation to the Office of Academic Affairs.

- iv. To keep confidential all matters pertaining to an Honor Code violation.
- v. To participate in the role of the Faculty Reporter; if also an Academic Integrity Representative, and to notify another Academic Integrity Representative that an alternate Academic Integrity Representative needs to be appointed for the hearing.

VI. Honor Code Procedures

I. Accused Student-Faculty Reporter Meeting

- a. Initiation of the Accused Student-Faculty Reporter Meeting. The Faculty Reporter may handle the charge independently. Or, the Faculty Reporter may seek assistance to resolve an alleged violation through an Academic Integrity Meeting.
- b. Procedure
 - i. Student Reporter - If a student has knowledge of an alleged Honor Code violation, then he/she must notify the faculty member/course coordinator/instructor of the course in which the violation occurred. Alternatively, the Student Reporter should contact one of the Academic Integrity Representative(s) if the alleged violation is related to more than one course or to the program of study.
 - ii. Faculty Reporter - If a faculty member has knowledge of an alleged violation of the Honor Code or is making an accusation on behalf of a Student Reporter; then the Faculty Reporter will conduct a private meeting with the accused student and present full evidence of the alleged violation. The Faculty Reporter may consult with an Academic Integrity Representative prior to a meeting with the accused student to discuss the incident and obtain advice. At the meeting with the Faculty Reporter, the Accused Student will be informed of his/her rights and the honor code process. The Accused Student will be given two (2) business days to respond to the accusation and evidence presented by the Faculty Reporter. Once all evidence has been disclosed and the Accused Student has responded to the accusation/evidence, a decision will be rendered by the faculty accuser.
- c. Decision
 - i. Not Guilty: If the Faculty Reporter feels that an Honor Code violation did not occur or the evidence is not sufficient to support the alleged violation, the charges against the Accused Student will be dismissed. The Faculty Reporter will take no further action.
 - ii. Guilty: If the Faculty Reporter feels that an Honor Code violation did occur, he/she will propose appropriate sanction(s) related to the course based on the nature and severity of the violation. The student will have two (2) business days to accept or not accept the decision and/or sanction(s).

If the Accused Student ACCEPTS the decision and sanction(s), the Faculty Reporter and Accused Student will complete the Honor Code Violation Report Form. The Faculty Reporter will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the sanction(s) until he/she receives notification of approval from the Office of Academic Affairs. Upon receipt of the paperwork, the Office of Academic Affairs will check if the Accused Student has previous violations of the Honor

Code. If the Accused Student has no previous violations, the agreed upon sanctions related to the course will be confirmed with and imposed by the Faculty Reporter. The Office of Academic Affairs also will impose honor probation and decide if additional sanctions are necessary (e.g., notation on transcript). If the Accused Student does have a previous violation of the Honor Code, he/she will be required to attend an Honor Court hearing (see Article VI, Section 6.03).

If the Accused Student DOES NOT ACCEPT the decision and/ or sanction(s), he/she will be informed that the case will be heard by an Academic Integrity Representative. The Faculty Reporter and Accused Student will complete and sign the Honor Code Violation Report Form, and the Faculty Reporter will deliver all paperwork to a designated Academic Integrity Representative. The Faculty Reporter should not impose the proposed sanction(s) until the case is resolved.

2. Academic Integrity Meeting

- a. Initiation of the Academic Integrity Meeting. The Faculty Reporter should contact one of the designated Academic Integrity Representatives for the college/school/ program if the Accused Student does not accept the decision from the Accused Student- Faculty Reporter Meeting or the Faculty Reporter would like assistance with determination of sanction(s). No sanction should be imposed by the Faculty Reporter until the Office of Academic Affairs notifies him/her.
- b. Procedure
 - i. The Faculty Reporter will provide the Academic Integrity Representative(s) with all evidence pertinent to the alleged violation. The Academic Integrity Representative(s) will contact the Office of Academic Affairs to determine if the Accused Student has been found guilty previously of an Honor Code violation. If the Accused Student has been found guilty of a previous Honor Code violation, then the Accused Student MUST go to the Honor Court (See Article VI, section 6.03) and the Office of Academic Affairs will notify the Accused Student and Faculty Reporter. If the Accused Student has not been found guilty previously, the Academic Integrity Representative(s) will set up a date, time, and location for the Academic Integrity Meeting and notify the Accused Student and Faculty Reporter with the information no later than two (2) business days prior to the meeting time.
 - ii. Prior to the Academic Integrity Meeting, the Academic Integrity Representative(s) will investigate the violation, gather any pertinent information from witnesses, obtain testimony from the Accused Student, if applicable, and consider possible sanctions in consultation with the Faculty Reporter. The Academic Integrity Representative(s) will consider any requests by the Accused Student for individuals to testify on his/her behalf if notified prior to the scheduled meeting.
 - iii. The Academic Integrity Meeting will involve the Academic Integrity Representative(s), Accused Student, Faculty Reporter and Student Reporter (if applicable). The Faculty Reporter must attend the meeting unless the Accused Student specifically requests that the Faculty Reporter not be present. Advocates for the Faculty Reporter, Student Reporter and Accused Student, witnesses, and others with pertinent information may be present. At the meeting, the Academic Integrity Representative(s) will review the Accused Student's rights and present

the alleged violation(s) and evidence, as well as the possible sanction(s). 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 Representative(s) will hear all of the evidence and determine if a violation has occurred, independent of the Accused Student, Faculty Reporter and Student Reporter (if applicable). When a decision has been made, the Academic Integrity Representative(s) will notify the Accused Student and Faculty Reporter.

1. Not Guilty: If the Academic Integrity Representative(s) feels that an honor code violation did not occur or the evidence is not sufficient to support the alleged violation, the charges against the Accused Student will be dismissed. The Academic Integrity Meeting Form should be completed and signed by the Academic Integrity Representative(s) and Accused Student. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs.
2. Guilty: If the Academic Integrity Representative(s) find evidence supporting a violation, the Accused student will be notified of the sanction(s). If the sanction(s) proposed by the Faculty Reporter are modified, the Academic Integrity Representative will address these changes with the Faculty Reporter. The Accused Student will have two (2) business days to accept or not accept the decision and sanctions.

If the Accused Student ACCEPTS the decision and sanctions, the Academic Integrity Representative(s) and Accused Student will complete the Academic Integrity Meeting Form. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the proposed sanction(s) until notified by the Office of Academic Affairs. Upon receipt of the paperwork, the Office of Academic Affairs will confirm the decision and sanction(s) with the Faculty Reporter. The Faculty Reporter will impose the sanction(s) related to his/her course. The Office of Academic Affairs also will impose honor probation and decide if additional sanctions are necessary (e.g., notation on transcript).

If the Accused Student DOES NOT ACCEPT the decision and/or sanction(s), the Accused Student will be informed that the case will be resolved at an Honor Court hearing. The Academic Integrity Representative(s) and Accused Student will complete and sign the Academic Integrity Meeting Form. The Academic Integrity Representative(s) will deliver all paperwork to the Office of Academic Affairs. The Faculty Reporter should not impose the proposed sanction(s) until the Honor Court resolves the case. Upon receipt of the paperwork, the Office of Academic Affairs will select members of the Honor Court. The Office of Academic Affairs will contact the Accused Student and Faculty Reporter regarding their rights and responsibilities.

3. Honor Court Hearing

- a. Initiation of the Honor Court Process. When an Accused Student appeals a decision of the Academic Integrity Meeting or is required to attend an Honor Court hearing, the Office of Academic Affairs will randomly choose a Convening Officer and the student and faculty members of the Honor Court from pre-selected faculty and student pools. Once it has been determined that the Honor Court is required, a hearing will be scheduled. The Office of Academic Affairs will notify the Faculty

Reporter and Accused Student of the scheduled date, time, location and membership of the Honor Court no later than two (2) business days prior to the scheduled meeting.

- b. **Composition of the Honor Court.** The Honor Court will be composed of the vice president for academic affairs (chair), the Convening Officer; one (1) faculty member from a pool of potential members of the Honor Court, and two (2) undergraduate or graduate students from a pool of potential members of the Honor Court. Membership of the Honor Court will be chosen from the pool of faculty and students in the corresponding academic level (undergraduate or graduate). Individuals chosen for the Honor Court must recuse themselves from hearing a particular case if they feel that they cannot in good conscience act impartially.
 - i. The pool of potential members for faculty will be composed of two (2) faculty members from each School, Program, or Division, who are appointed by their Dean/Director for a three (3) year term.
 - ii. The pool of potential members for students will be composed of three (3) students from each School, Program, or Division. Undergraduate Schools, Programs, or Divisions will choose undergraduate students and graduate Schools, Programs, or Divisions will choose graduate students. Prospective students must have a G.P.A. of 3.0 or greater; be in good academic standing and have completed at least two (2) semesters at Shenandoah University in order to serve on the Honor Court.
 - iii. When there is a need to convene, undergraduate students and faculty will be chosen to participate in cases involving an undergraduate student, and graduate students and faculty will be selected to participate in cases involving a graduate student.
- c. **Procedure**
 - i. **Confirmation and Notification.** The Office of Academic Affairs will prepare and send a notification letter to the Accused Student, which includes:
 1. The date the alleged violation occurred, possible sanction(s), an explanation of the Accused Student's rights, and the right to have an advocate from within the university (see Article III, Section 3.01.c and Article IV, Section 4.01.b for description of advocate's role).
 2. The date, time, and place of the Honor Court hearing, as well as the membership of the Honor Court.
 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.

ii. Investigation

1. The Convening Officer will collect and review existing evidence and gather any additional evidence from the Accused Student, the Faculty Reporter, the Student Reporter (if applicable), and any other pertinent individuals.
2. The Convening Officer will compile a summation of the evidence and determine the individuals who may be called for testimony during Honor Court hearing. Copies of the summation of evidence and list of individuals who may be called for testimony will be made available to the accused student and faculty reporter no later than two (2) business days prior to the hearing.
3. When the investigation is concluded, no new evidence may be considered without the approval of the Convening Officer prior to the start of the Honor Court Hearing.

iii. Honor Court Hearing

1. The Honor Court hearing will occur in closed proceedings and will be recorded. During the hearing, all Honor Court members, the Faculty Reporter, the Accused Student, and any advocates will be present. Witnesses will be called for testimony only and will not remain present for the entire duration of the hearing.
2. Each Honor Court member will be given a copy of the evidence at the onset of the hearing. The vice president for academic affairs will first call the proceedings to order, officiate over the court and explain the rights of the Accused Student, the possible sanction(s) if found in violation of the honor code, and reconfirm the plea that has been entered by the Accused Student.
3. If the plea has not changed, the Faculty Reporter 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 Convening Officer will conduct and coordinate the presentation of all evidence and testimony before the court. No new evidence may be introduced during the hearing by the investigators or the Accused Student.
4. The Honor Court members may ask questions of each witness. In addition, the Accused Student or his/her advocate will have the right to question all witnesses as they are called by the Convening Officer; and will retain the right to recall any witnesses.
5. The Accused Student or his/her advocate will then present his/her defense. The Accused Student or his/her advocate may call witness(es), as identified by the Convening Officer during the investigation, that he/she feels will support his/her defense. The Accused Student or his/her advocate may also call into question any evidence introduced in the case. After the Accused Student or his/her advocate has presented his/her side, the Accused Student will rest his/her case.
6. The Honor Court members may ask questions of each witness and retain the right to recall any witnesses.

7. The vice president for academic affairs will ask for summation, which will be offered by the Convening Officer and followed by the Accused Student or his/her advocate.
8. After all statements are made, the recording of the hearing will be stopped and the vice president for academic affairs will dismiss the Faculty Reporter, the Accused Student, and any advocates. The Honor Court will then deliberate with only members of that Honor Court present.
9. The Honor Court will consider all of the available evidence to render a decision as to whether or not an Honor Code violation has occurred based on a preponderance of the evidence. A simple majority of the Honor Court must agree for a decision to be reached.
 - a. Not Guilty: If the Honor Court determines there is not enough evidence indicating that a violation occurred, then the Accused Student will be called back to hear the decision. If the Accused Student does not have any objections, the Faculty Reporter will be present for the decision; if he/she is not present, the Convening Officer will inform the Faculty Reporter of the outcome of the case. In situations where the Accused Student is found not guilty, 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 Accused Student's record.
 - b. Guilty: If the Honor Court determines there is sufficient evidence indicating that a violation occurred, then the Accused Student will be called back to hear the decision. The Accused Student will have the opportunity to present any information to the Honor Court, which may be considered when recommending sanction(s). If the Accused Student does not have any objections, the Faculty Reporter may be present for the decision; if he/she is not present, the Convening Officer will inform the Faculty Reporter of the outcome of the case. The Honor Court will then briefly retire to determine the sanction(s) appropriate to the honor code violation. Once the sanction(s) have been determined, the Honor Court will then reconvene and announce the sanction(s) to the Accused Student.
10. The Office of Academic Affairs will report the sanction(s) to the Faculty Reporter, who then will impose the sanction(s). If necessary, the Office of Academic Affairs also will contact other offices to ensure that the sanction(s) are imposed.
11. The findings of the Honor Court are final and the case will be considered closed.
12. If the Accused Student was found guilty, the recording of the hearing will be kept by the Office of Academic Affairs.

VII. Education of University Community

1. Students: The Division of Student Life, Office of Academic Affairs, and faculty are responsible for educating students about the Honor Code and its position in the academic environment at the university.
 - a. The Honor Code will be printed in the Academic Policies section of the undergraduate and graduate catalogs.
 - b. During orientation the Division of Student Life, 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 (SGA), the administration, faculty, and staff of the university are also jointly responsible for further education.
 - c. The Executive Board of the SGA is responsible for having two (2) copies of this Honor Code on reserve in the library and copies available upon request for students and other members of the university community, including parents.
2. Faculty: Deans and directors, or their designees, are responsible for educating their respective faculty and staff of the Honor Code, its position in the academic environment, and the procedures for handling an Honor Code violation.
 - a. This Honor Code will be printed in the Faculty Handbook and posted on the Office of Academic Affairs community Blackboard website.
 - b. Faculty members or course coordinators/instructors should have a statement regarding academic integrity and the Honor Code in their course syllabi.
 - c. Faculty members or course coordinators/instructors may insert a statement into course tests and assessments by which students can attest to their observance of the code.

Figure 1. Overview of Honor Code Procedure

Alleged Honor Code Violation

Accused Student-Faculty Reporter Meeting

Faculty Reporter meets with Accused Student to discuss evidence and allow Accused Student to respond. Faculty Reporter may consult an AIR to discuss incident and obtain advice prior to meeting with Accused Student. If Accused Student is found guilty, the Faculty Reporter proposes sanction(s). Faculty Reporter and Accused Student should complete and sign Violation Report Form. Accused Student has option to accept the decision and sanction(s) or to request an Academic Integrity Meeting.

Student Reporter

Student reporter informs course instructor or Academic Integrity Representative (AIR).

Accused Student accepts decision and sanction(s). Faculty Reporter delivers form to Office of Academic Affairs (OAA) and awaits confirmation.

Academic Integrity Meeting

Accused Student, Faculty Reporter (must attend unless Accused Student requests that they not attend) and at least 1 (one) AIR are present. Accused Student submits plea of

guilty or not guilty and AIR(s) hears all relevant evidence and Accused Student response. In private, AIR(s) make decision of guilty or not guilty. If Accused Student found guilty, the Faculty Reporter, if present at the meeting, proposes sanction(s). Decision and sanction(s) are presented by AIR(s). Then AIR(s) and Accused Student should complete and sign Academic Integrity Meeting Form. Accused Student has option to accept decision and/or sanction(s) or to appeal to the Honor Court.

If previous violation, Accused Student MUST go to Honor Court. If no previous violation, sanction(s) imposed.

Sanction(s) imposed.

Accused Student does not accept decision and/or sanction(s) and appeals to Honor Court. AIR(s) deliver all forms to OAA.

Accused Student accepts decision and sanction(s). AIR(s) delivers all forms to OAA and awaits confirmation.

Sanction(s) imposed.

CO delivers all forms to OAA.

Accused Student does not accept decision and/or sanction(s)/requests Academic Integrity Meeting. Faculty Reporter should deliver form and evidence to designated AIR. Upon receipt, AIR checks with OAA for Accused Student's previous violations. If previous violation, Accused Student MUST go to Honor Court. If no previous violation, AIR sets up Academic Integrity Meeting time and notifies participants.

Honor Court

Honor Court convenes to hear case. Accused Student submits plea of guilty or not guilty and Court members hear all relevant evidence and Accused Student's response. In private, Honor Court makes decision of guilty or not guilty. If Accused Student is found guilty, Honor Court may consult with the Faculty Reporter to identify sanction(s). Decision and sanction(s) are presented. Convening Officer (CO) completes Honor Court Hearing Form.

SU Policy for Revocation of Admission, Degree or Credit

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

Sexual Misconduct Policy

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 misconduct impedes the educational process, SU is committed to investigating reports of sexual misconduct, to adjudicate them according to the policies of the university and to provide support to those who are involved.

All members of the Shenandoah University community, including guests and visitors, have a reasonable expectation to be free from sexual discrimination in the form of sexual misconduct 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.

Please refer to the Student Life Policies section of this catalog 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 Life Policies section of this catalog and the Faculty Handbook contain detailed information about SU's sexual misconduct 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.

TUITION AND FEES

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, in addition to the tuition and fees, the student is responsible for all collection costs, which may be based on a percentage at a maximum of 33-1/3 percent of the debt, and all costs and expenses associated with collection including reasonable attorney fees according to laws enforced by the state of Virginia.

Fall term tuition and fees are due in full on or before August 15, 2014, and spring term tuition and fees are due in full on or before December 15, 2014, 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.

Tuition and fees for the 2015-16 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 2014-15

New Students/Returning (enrolled Fall 2011 or after)

Full-time Student (12-18 credit hours)	\$14,499/term
Part-time Student (1 to 11.5 credit hours)	\$843/credit
Overload (Credits in excess of 18 credit hours)	\$843/credit
Audited Courses	\$265/credit

Returning Students (enrolled prior to Fall 2011)

Full-time (12-18 credit hours)	\$13,964/term
Part-time (1 to 11.5 credit hours)	\$816/credit
Overload (Credits in excess of 18 credit hours)	\$816/credit
Audited Courses	\$265/credit

Curriculum Fees/Mandatory Fees

Private Instruction in Classes (Other than Applied Music)	\$855/credit
Nursing Clinical Fee	\$175/course
Conservatory Fee	
Full-time	\$850/term
Part-time	\$175/term
IM Learning Fee	\$285/term
Technology Fee – Full-time (12-18 credits)	\$160/term
Technology Fee – Part-time (3-11.5 credits)	\$80/term
Student Services Fee	\$150/term

Applied Music Lessons	
Major (one-hour) Lesson	\$450/course
Minor (one-half-hour) Lesson	\$275/course
Elective Major (one hour) Lesson	\$550/course
Elective Minor (one half-hour) Lesson	\$300/course
Studio Recording Fees	
Recording Systems 2 (.5 credit)	\$421.50
Digital and Advanced (.5 credit)	\$421.50
Music Production 1 (1 credit)	\$843
Music Production 2 (1 credit)	\$843
NCLEX Review (N-407)	\$350

Residence Halls

Room and Board/19-Meal Plan	\$4,864/term
Room and Board/15-Meal Plan	\$4,700/term
Room and Board/10-Meal Plan	\$4,432/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 website (www.su.edu) or the *Student Handbook* for more information.

Shenandoah University Payment Plan

Students/parents must complete an application and be approved to participate in the SU Payment Plan. Applications must be completed annually and returned to the Office of Student Accounts by July 1. Applications are available online at www.su.edu.

The SU Payment Plan consists of four equal payments per term. 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. All payments received five days after the payment due date or later will be assessed a \$10 late payment fee.

The SU Payment Plan includes tuition, applicable curriculum/mandatory fees and residence hall fees only. Shenandoah University reserves the right to refuse any application. Participants whose accounts become delinquent will forfeit their eligibility to participate in the future. In addition, students/parents are responsible for all collection costs associated with collection of delinquent accounts including attorney fees according to laws enforced by the state of Virginia.

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 executive director of recruitment and admissions.

Room Lottery Deposit: \$100

Returning residential students are required to remit a room lottery deposit. 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 occur and all financial obligations to the university have been satisfied.

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/year): A parking permit is required of all students who plan to park a vehicle on university owned or leased property. Payment is due at the time the vehicle is registered. This fee applies to both residential and commuter students.

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

Returned Check Fee (\$25): This fee is charged for any check returned to the university.

A complete list of Special Purpose Fees is available upon request.

Personal Expenses

Each student pays for his or her own personal expenses and books. Please note that students are not permitted to charge books to their student accounts.

Withdrawal from the University

To withdraw from Shenandoah University at any time during the academic year, a student is required to obtain a Withdrawal/Leave of Absence form from the Office of Enrollment Management and Student Success. This form must be completed and returned to that office in order for the withdrawal to be processed in an accurate and timely manner. A student who fails to withdraw properly may receive failing grades in all currently enrolled courses and may be ineligible for a proration of tuition and fees as described below.

Tuition Proration 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 pro-rated accordingly. The amount of tuition will be calculated on a pro rata 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. Tuition charges and awarded financial aid will be prorated based on the withdrawal date provided by the student on the withdrawal/leave of absence form or the last date of attendance as recorded in the Registrar's Office.

The determination of the payment period attended by the student will be calculated as follows:

$$\frac{\text{Number of days completed}}{\text{Total number of days in term}} = \text{the \% of term completed}$$

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 Director of the Wilkins Wellness Center to discuss the reason for the medical withdrawal. If the reason meets the criteria per policy, a physician or psychiatrist must provide confidential written documentation in support of a medical withdrawal. The Director of the Wilkins Wellness Center or Director of Counseling Center will approve or disapprove a medical withdrawal based on the information provided, with final approval from the vice president for academic affairs.

Distribution of Financial Aid Funds

Financial aid funds applied to a student's account will be returned to the appropriate program in accordance with mandatory federal, state, 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 remaining funds being refunded to the student.

It is possible for students whose accounts were paid in full at the start of a term to owe payment for the balance of charges after the return of financial aid funds.

Residence Hall Proration Policy

Residence hall charges are refunded on a pro rata basis of 15 weeks per term when a student withdraws from the university. Students that vacate the residence hall without prior approval or are removed from the residence halls for disciplinary reasons will not be refunded. Residence hall damage deposits will be fully refunded provided no damages have occurred and all financial obligations to the university are satisfied.

Shenandoah University reserves the right to hold transcripts, diplomas and other pertinent information until all financial obligations to the university have been satisfied. In addition students are prohibited from attending classes for a future term when an unpaid balance from a prior term exists.

FINANCIAL AID

Shenandoah University maintains a strong financial aid program to assist students in funding their educational expenses. Financial aid is awarded according to an individual's financial need and academic success in relation to the university costs. Aid usually consists of a combination of scholarships, grants, loans, and employment.

Application Procedure

Free Application for Student Aid (FAFSA): Students wishing to apply for financial aid are required to complete a FAFSA. The FAFSA becomes available January 1 at www.fafsa.gov and must be filed each year of a student's enrollment. Students should include Shenandoah University's Federal School Code of 003737 to ensure the university receives their FAFSA information.

Virginia Tuition Assistance Grant Application: Domiciled 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 their domicile and full-time enrollment in an undergraduate program.

Once a student has been accepted for admission and the Office of Financial Aid has received their FAFSA, the Office of Financial Aid will determine what financial aid the student is eligible to receive and notify the student in writing with a financial aid award notice. Students should sign and return this award notice as quickly as possible.

Students applying for summer financial aid should complete the FAFSA for both the current and the following academic year.

Satisfactory Academic Progress

All undergraduate students must meet the Satisfactory Academic Progress (SAP) requirements in order to receive financial aid at Shenandoah University. Federal regulations require each college or university to have an academic progress policy, which establishes the minimum standards of eligibility for financial aid. Undergraduate students must meet the requirements described below.

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 three-quarters enrollment, 50 percent for half-time enrollment).

Full-time students must maintain the following minimum cumulative grade point averages:

Credit Hours Graded*	Minimum Cumulative GPA
1.00 - 23.99	1.6
24.00 - 53.99	1.8
54.00 and above	2.0

*Credit Hours Graded includes transfer credit hours transferred in to student's program of study.

Finally, students must complete their degree within 150 percent of the published length of their academic program. 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, the student is not eligible for financial aid.

Reinstatement of Eligibility

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

Appeal Process

Students who lose student financial aid eligibility by failing to make Satisfactory Academic Progress may appeal. A required component of the appeal is the development of an academic plan which outlines how the student will regain eligibility. Approved appeals result in a student financial aid probationary status. Students will receive financial aid as long as they are meeting requirements of the probation status as specified during the appeal process. Students appeal in writing 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 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 for 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 a contractual agreement must exist 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.

Shenandoah University Aid Programs

Aid amounts vary by program; please contact the Office of Financial Aid for more details. All aid programs are awarded for tuition expenses and are renewable for a total of four years as long as the recipient maintains a 2.5 grade point average, maintains Satisfactory Academic Progress, 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. The Presidential Scholarship is awarded in place of the 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 and Academic Transfer Scholarship: The Academic Scholarship and Academic Transfer Scholarship are 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 Conservatory Scholarship: The Conservatory Scholarship is available to incoming freshmen and transfer students pursuing a degree within the Shenandoah Conservatory. The scholarship is awarded based upon a student's academics, their audition, and the needs of the Conservatory. The Conservatory Scholarship may be renewed annually for a total of four years. Recipients are required to maintain full-time enrollment as an undergraduate student and meet the requirements as set by the Conservatory to retain the scholarship. This scholarship is awarded in place of the Academic Scholarship.

Shenandoah University Grant: The Shenandoah University Grant is a need-based grant awarded for tuition expenses. The amount of the grant will vary based upon a student's financial need as determined by the FAFSA. This grant is awarded in addition to other Shenandoah scholarships. Students must be full-time in order to be awarded.

Virginia Conference United Methodist Scholarship: Shenandoah University offers a scholarship to full-time undergraduate students who are 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. Ministerial Grant recipients are not eligible for other forms of SU aid.

Endowed Scholarships

Endowed scholarships are donated funds to the university 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 university's endowment program. An Academic Scholarship, Academic Transfer Scholarship, or Shenandoah University Grant is awarded early in the year and can be later replaced by the proper endowment funds once the donor and student are verified.

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: The Perkins Loan is a low interest loan funded by the federal government and administered by Shenandoah University. Preference is given to students with exceptional financial need. Students may borrow up to \$4,000 per year if the student is enrolled in a program leading to a bachelor's degree, with up to a total of \$27,500 as an undergraduate. After a student graduates, withdraws, or drops below half-time enrollment, they are given nine months before they must begin repayment of their loans. This period of time is called a grace period. Students are granted one grace period. The grace period may be extended to longer than nine months if the student is on active duty in the military. At the end of the grace period, students must begin repaying their loans. Funding for this loan program is extremely limited. Students pay this loan directly back to the university through a contracted servicer.

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 high-need students. An undergraduate nursing student may borrow \$2,500 to \$4,000 per academic year, depending upon their academic level. After a student graduates, withdraws, or drops below half-time enrollment, they are given nine months before they must begin repayment of their loans. This period of time is called a grace period. Students are granted one grace period. The grace period may be extended to longer than nine months if the student is on active duty in the military. At the end of the grace period, students must begin repaying their loans. Funding for these loans is provided from the U.S. Department of Health and Human Services and is very limited. Students repay this loan directly back to the university through a contracted servicer.

William D. Ford Federal Direct Stafford Loan: Federal Direct Loans are guaranteed loans available to degree-seeking undergraduate students enrolled at least half-time. No credit check is required.

The interest on Federal Direct Loans is determined each year and is fixed for the life of loan. These loans also carry an origination fee. The origination fee is deducted from the loan amount prior to its disbursement to the university and is subject to change over the course of the academic year.

Federal Direct Loans may be subsidized and/or unsubsidized. A Direct Subsidized Loan is awarded on the basis of financial need as determined by the FAFSA and the university. No interest will accumulate for the student while they are enrolled at least half-time or during authorized periods of deferment. The federal government will pay the interest during these periods. A Direct Unsubsidized Loan is not awarded on the basis of financial need. Unlike the Direct 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.

After a student graduates, withdraws, or drops below half-time enrollment, they are given 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. The grace period may be extended to longer than six months if the student is on active duty in the military.

The amount in Federal Direct Loan a student is able to receive each year is based upon their academic level and dependency status as determined by the FAFSA. Student whose parent(s) received a credit denial when applying for the Federal Parent PLUS Loan may borrow at the independent student level. Undergraduate students determined to be dependent by the FAFSA may borrow a maximum of \$31,000, of which up to \$23,000 may be subsidized. Undergraduate students determined to be independent by the FAFSA may borrow a maximum of \$57,500, of which up to \$23,000 may be subsidized. Please refer to the following table for the annual borrowing limits per academic level:

Dependent Student	Maximum Direct Loan Amount
Freshman	\$5,500 (Up to \$3,500 of this amount may be subsidized)
Sophomore	\$6,500 (Up to \$4,500 of this amount may be subsidized)
Junior or Senior	\$7,500 (Up to \$5,500 of this amount may be subsidized)

Independent Student	Maximum Direct Loan Amount
Freshman	\$9,500 (Up to \$3,500 of this amount may be subsidized)
Sophomore	\$10,500 (Up to \$4,500 of this amount may be subsidized)
Junior or Senior	\$12,500 (Up to \$5,500 of this amount may be subsidized)

As part of their financial aid award notice, students eligible for the Federal Direct Loan will receive notification of the maximum loan amount they are able to borrow for the academic year or term. If the student wishes to accept the loan as awarded, decline the loan, or request a different amount, they must notify the Office of Financial Aid by signing and returning the letter as quickly as possible.

William D. Ford Direct Federal Parent PLUS Program: Federal Parent PLUS Loans are federal loans parents can borrow to fund 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, adoptive parents, and stepparents whose income was reported on the FAFSA. Parents must also pass a credit check in order to be approved for this loan. Students whose parents do not pass the credit check for the PLUS Loan may borrow additional funds in the Federal Direct Unsubsidized Loan. See the section on the Federal Direct Loan for more information.

The Parent PLUS Loan is borrowed directly from the U.S. Department of Education as part of the William D. Ford Direct Loan Program. The interest on Parent PLUS Loans is determined each year and is fixed for the life of loan. These loans also carry an origination fee. The origination fee is deducted from the loan amount prior to its disbursement to the university and is subject to change. Parents may borrow for each year of their student's undergraduate career; though subsequent credit checks will be required.

Commonwealth of Virginia Aid Programs

Virginia Tuition Assistance Grant: This program is a state-funded, non-need-based grant available to full-time undergraduate students whose families are domiciled in Virginia. Once awarded, it is not necessary to reapply for subsequent years. Recipients may receive this grant for up to four years. The application is due July 31 and is available at the Office of Financial Aid's website. Recipients must notify the Office of Financial Aid immediately if their domicile moves outside of Commonwealth of Virginia. The amount of the grant is based on annual state funding.

Withdrawing from the University

Shenandoah University will determine eligibility of financial aid for those students withdrawing from the university using the following procedures.

Return of Federal Financial Aid: The regulations governing the federal student aid programs require that aid be returned to the federal government for students who completely withdraw from the university prior to completing sixty percent of a term (calendar days). Financial aid is awarded for the entire term, which is generally a sixteen-week period during the normal academic year. If a student does not complete the entire sixteen weeks, then these federal regulations will determine how much federal aid the student has earned. The unearned portion of federal aid 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: Direct Unsubsidized Loan, Direct Subsidized Loan, Perkins Loan, Graduate PLUS Loan, Parent PLUS Loan, Pell Grant, and the Supplemental Educational Opportunity Grant.

Return of State and Institutional Funds: If a student has completed less than sixty percent of the term, the earned portion of state and institutional aid will be calculated based upon the percent of the term attended by the student. Any unearned aid will be returned to the source of the funds.

Refer to the Tuition and Fees for information on the university fees and refunds.

MILITARY BENEFITS

Education Benefits for Veterans, Active Duty Military Personnel and Dependents of Veterans

Shenandoah University provides support to students wishing to use education benefits administered by the US Department 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/>

**Note – If a veteran is transferring benefits to a dependent or spouse, the transfer must be approved by the Department of Defense (DoD) prior to applying with VONAPP.*

2. Apply for admission to SU.
3. Submit a copy of their Certificate of Eligibility (CoE) to SU's VA Certifying Official. It may take up to 12 weeks after applying through VONAPP to receive your CoE.
4. Apply for financial aid by completing the FAFSA to help with costs not covered by VA benefits.

Once Enrolled

Students using a GI Bill must complete and submit the Enrollment Certification Request (ECR) form every semester, after the student is registered. Students will not be certified until this form has been completed and received by SU's Certifying Official.

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

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

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

For additional information, please contact the Registrar's Office at (540) 665-3499 and ask to speak with a VA Certifying Official or by email to registrar@su.edu.

2014-15 Chapter 33 (Post 9/11) Rates

Tuition and Fees cap	\$20,235.02
Book Stipend	\$1,000.00
Undergraduate Yellow Ribbon (combined SU with VA match) (Granted to first 55 eligible students to turn in their ECR)	Up to \$5,000.00
Graduate Yellow Ribbon (combined SU with VA match) (Granted to first 15 eligible students to turn in their ECR)	Up to \$3,000.00

Veteran Advocates

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

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

Shenandoah University's VA advocates are:

Dr. Cindy Schendel, Davis Hall Room 204, (540) 665-4791, cschende@su.edu

Salli Hamilton, ABD, Gregory Hall Room 156, (540) 665-6524, shamilto2@su.edu

RETENTION OF STUDENT RECORDS

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

Official Student Academic Transcript

Student SU 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.

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 scanned into the student education record daily and are retained electronically for a period of 10 years after graduation or the date of last attendance include:

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

- Acceptance letters

- Address change authorizations

- Advanced placement records (AP, CLEP, IB, etc.)

- Application for Admission or Readmission

- Correspondence

- Credit by Examination forms

- Curriculum Change forms

- Degree Audit/Completion forms

- Entrance Examination Reports (SAT, ACT, CEEB, PRAXIS, TOEFL, etc.)

- Graduation Clearance Forms

- Name change authorizations

- Registration forms

- Schedule Adjustment forms (Drop/Add, Withdrawal, etc.)

- Student Enrollment Certifications/Verifications

Transcripts from high schools, other colleges and universities

Transfer credit evaluations

Withdrawal forms

Electronic Evaluations by PharmCAS, PTCAS, OTCAS and CASPA will be maintained in the Official Record minus the student essay and letters of recommendation, which will be shredded once the student is admitted

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

The following documents are maintained for a period of one year after receipt:

Student transcript requests

The following documents are maintained until a student is admitted:

Audition reports (top portion retained by Conservatory as required by accreditation agency with comment portion detached and shredded)

Letters of recommendation

In addition to the student records defined as permanent and maintained in the Office of the Registrar, the university offices listed below maintain and keep records specific to those offices from one year to infinity, depending on individual departmental policies concerning retention and disposal of records.

Academic Enrichment Center

Bernard J. Dunn School of Pharmacy

Career Services

Center for International Programs

College of Arts & Sciences

Eleanor Wade Custer School of Nursing

Financial Aid

Harry F. Byrd, Jr. School of Business

School of Education & Human Development

School of Health Professions

Shenandoah Conservatory

Student Accounts

Student Life

Wilkins Wellness Center

STUDENT LIFE POLICIES

Student Code of Conduct

Introduction

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

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

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

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

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

General Guidelines

1. The Office of the Vice President for Student Life, through its various departments, is responsible for administering the Student Code of Conduct. The vice president for student life (or designee) may establish or amend procedural regulations governing the handling of disciplinary matters, and these regulations may be published online, in print or by other reasonable means of notification. The vice president for student life (or designee) has authority for any interpretation of the Student Code of Conduct and/or accompanying procedures as deemed necessary.
2. The university may initiate conduct proceedings with a student whose behavior does not conform to established standards regardless of whether such conduct occurred on or off campus. Being under the influence of alcohol or drugs, or both, or the existence of other

mental impairment, does not alter the fact or excuse behavior that constitutes a violation of the Student Code of Conduct. The Student Code of Conduct is applicable immediately after a student is enrolled at Shenandoah University throughout his/her entire matriculation. The Student Code of Conduct is applicable for guests of students as well, and Shenandoah student hosts are accountable for the misconduct of their guests.

3. The university may initiate a complaint, serve as complainant and initiate conduct proceedings against a student at any time, even in the absence of a formal complaint by an alleged victim of misconduct.
4. An officially recognized student group or organization and its officers may be held responsible for violations of the Student Code of Conduct when particular misconduct received the tacit or explicit consent or encouragement of the club or organization, or of the club's or organization's leaders, officers or spokespersons. Under such circumstances, official recognition of the student club or organization may be temporarily or permanently rescinded by the university.
5. For student conduct matters, electronic mail (email) is the official method of communication and notification from university officials to members of the student body. As university students are responsible for viewing their email every day, all conduct notifications will be electronically communicated.
6. Conduct proceedings are internal to the university and are not an extension of any external conduct system. University conduct procedures are fundamentally fair to students, but are notably different from those used in a civil or criminal proceeding. In addition, the university may initiate conduct proceedings with a student regardless of pending civil or criminal action involving the same or a different set of factual circumstances. University conduct action may proceed before, simultaneous with, or after external investigative or judicial action, and university action is not bound, impeded or otherwise affected by any action taken by external authorities.
7. At Shenandoah University, the functions of the chief hearing officer are exercised by the director of residence life & student conduct. The vice president for student life serves as the chief judicial affairs officer. The function of the vice president for student life may be delegated to designees who are members of the university administration and who shall exercise the necessary functions on behalf of the director of residence life & student conduct and the vice president for student life. All references to director of residence life and student conduct and vice president for student life in these procedures include such designees. University conduct outcomes are determined by preponderance of evidence that it is more likely or more likely than not that a conduct violation occurred.
8. Students with complaints involving sexual misconduct and other forms of discriminatory harassment are encouraged to report their concerns to the university's Title IX Coordinator. Please refer to the Sexual Misconduct Policy section of this catalog for comprehensive policy and procedures including definitions, the complaint policy and the appeals process.

Student's Rights

Students and student organizations reported for alleged violations of the Student Code of Conduct as outlined in this document have a right to the following:

1. written notice of allegation(s) citing the time and/or place of the alleged violation in the form of a charge letter;
2. resolution of allegation(s) in accordance with the Student Code of Conduct policies as herein outlined;
3. at least 48 hours notice of the time and place of a hearing; however in cases where the sexual misconduct policy may have been violated, the investigation will begin immediately.
4. review of the reported information that serves as the basis for the allegation(s);
5. assistance from an adviser (any faculty, staff or student currently affiliated with the university) and;
6. written notice of the hearings and appeals decision from the conduct official.

Additionally, students and student organizations have the right to appeal the conduct official's ruling. All appeals should be delivered via email to the Office of Residence Life & Student Conduct (or designee) within 72 hours of written notification of the sanction.

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

The person reporting a violation of the Student Code of Conduct has the right to the following:

1. consultation with a conduct official (other than the one assigned to hear the case) during preparation for a hearing;
2. at least 48 hours notice of the time and place of a hearing; however, in cases of sexual misconduct reports, investigations may begin immediately;
3. participation in the hearing in person or via telephone or video conference;
4. assistance from an adviser (any faculty, staff or student currently affiliated with the university); and
5. notice of the hearings and appeals decision from the conduct official.

Definitions of Inappropriate and Prohibited Conduct

The following behaviors and definitions constitute the official record of general Student Code of Conduct rules and regulations at Shenandoah University. All applicable housing and residence life policies and regulations (including the housing contract) also fall within action of this code. In an effort to reinforce accountability for one's actions, individual students and student organizations are responsible for understanding and abiding by these rules and regulations as well as all federal, state and local laws.

Academic dishonesty – For a complete understanding of the term “academic dishonesty,” read the Honor Code under Academic Policies. Academic dishonesty is actionable through the Honor Code.

Accessory – Aiding another person or being involved in any violation of the Student Code of Conduct; being present or failing to immediately leave a situation in which a violation is occurring or is about to occur. A student charged as an accessory may be subject to the same sanction(s) as a perpetrator of the actual violation.

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

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

Animals/pets – Possessing any animal in university buildings – other than properly attended assistance animals for individuals with disabilities or fish in tanks holding 10 gallons of water or less – is prohibited. Authorized exceptions are made regarding animals contained for academic research. Outdoors, all pets are to be properly leashed and attended to while on campus, and all solid waste must be disposed of properly. Any type of animal abuse is prohibited – including but not limited to hurting or abandoning an animal and/or using an animal in a prank whether it be living or dead.

Balconies/rooftops (unauthorized use of) – Climbing on or utilizing rooftops or the elevated balconies of campus property is prohibited.

Bicycles, mopeds, skateboards, skates (inappropriate use of) – Bicycle racks are located at each residence hall and many academic buildings, therefore individuals may not secure bikes or mopeds to fire hydrants, light poles, street signs, etc., or any place where a chained bicycle obstructs or impedes pedestrian or vehicular traffic, including handrails, corridor railings, doorways and handicapped access ways. Motorized bicycles (mopeds) are not to be driven on lawns or sidewalks. Skateboards are permitted only on sidewalks and parking lots unless otherwise posted.

Breaking the law – Violating any federal, state or local law will result in being charged by local law enforcement and under the terms of the university's Code of Conduct.

Building/facilities (unauthorized use of) – Using any university property or facility without authorization or permission is unacceptable.

Bullying – Any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress to one or more individuals is prohibited. Bullying includes, but is not limited to: hazing, harassment, intimidation or menacing acts that may, but not need be, based on the individual's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

Criminal record (acknowledging one's) – Failing to report one's federal or state probation, felony criminal charges or conviction of a felony to the vice president for student life within 15 business days following registration throughout one's duration as a student with Shenandoah University may result in expulsion from the institution.

Disorderly conduct – Disrupting the normal functions of the Shenandoah University community on or off campus – including, but not limited to behavior that breaches the peace, violates the rights of others or constitutes a public nuisance – is prohibited.

Endangering conduct – Acting in a way that imperils or jeopardizes the health or safety of one's self or others is prohibited.

Event promotion (inappropriate and/or unauthorized) – Publicizing an event before scheduling confirmation has been completed and proper approval has been received is prohibited. Additionally, hanging advertisements, posters, etc., without receiving approval from the student life information coordinator in the Office of Student Life is unacceptable.

Failure to comply – Disobeying or impeding the directions of university officials or those appointed to act on behalf of the university in the performance of their duties – including but not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, refusal to attend a disciplinary hearing – are “failure to comply.” Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also non-compliance.)

Failure to evacuate – Failing to immediately exit a university building when a fire alarm or other emergency sounds is prohibited.

Failure to inform guests – Failing to inform guests – both student and non-student – of university policies is unacceptable. Shenandoah University students are required to escort their guests at all times and are responsible for their guests' actions while on campus.

Failure to report health and/or safety violations – Failing to immediately report any serious health or safety risk to the Department of Public Safety, the Division of Student Life or, when the danger is immediate and severe, the Winchester City Police, is a violation. Engaging in a health and safety risk to the community may include failure to keep a residence hall room as a clean and safe environment.

Fire and/or emergency threat – Starting a fire, arson, creating a fire hazard, setting off the fire alarm system, making a bomb threat or creating a false emergency of any kind are prohibited. Tampering with fire alarms, smoke detectors, extinguishers or any emergency equipment is prohibited.

Fireworks and explosive devices – Possessing, storing or using fireworks or explosives of any kind on university property are prohibited; this includes hazardous chemicals that could pose a health risk either by themselves or in conjunction with other chemicals.

Gambling – Gambling is against Virginia General Assembly legislation. A person or organization is guilty of illegal gambling if she/he operates, plays or bets at any game of risk at which any money, property or other thing of value is won.

Harassment – Physical and verbal bullying, cyber-bullying and intimidation in any form – including but not limited to curses, epithets or slurs – that creates potential or present danger of violence and/or breach of the peace is prohibited. (See also verbal abuse.)

Hazing – Encouraging, facilitating or allowing hazing by any organization or individual on behalf of an organization or group recognized or not by the university – is prohibited. “Hazing” is any action or situation requiring inappropriate behavior; creating an atmosphere of servitude or allowing potentially dangerous, demeaning, humiliating, ridiculing or degrading activities regardless of intent or consent of the participant(s), by a group(s) or a member of a group(s) on an individual as a part of membership or initiation.

Illegal drugs – Possessing, using, distributing, sharing, manufacturing or selling any controlled substance or illegal drug as well as drug residue and/or possessing paraphernalia associated with drugs is prohibited. Distribution of any controlled substances, regardless of the exchange of money or services, typically results in dismissal from the institution. Incidents concerning illegal drugs and/or paraphernalia typically require the involvement of local law enforcement.

Infringing on the rights of others – All pranks and/or careless and irresponsible behavior that cause, or have the potential to cause, damage to university or personal property, cause personal injuries or infringe on the rights of others are unacceptable. Such behaviors include, but are not limited to: water fights, shaving cream fights or tampering with another's property. No objects are permitted to be thrown or projected against the exterior of any university building.

Invasion of privacy – Transmitting, recording or photographing the image or voice of another person without his/her knowledge or consent while in an environment that is considered private or where there is an expectation of privacy such as a residence hall or bathroom is prohibited.

Lewd, obscene and/or indecent behavior – Conducting one's self in any way that is offensive to accepted standards of decency is prohibited. Examples include, but are not limited to, indecent exposure, public nudity, public urination and defecation.

Littering – Improperly disposing of trash of any kind – including tobacco products and recyclable material – is inappropriate.

Lying – A misrepresentation or distortion of the truth that misleads another person(s) is inappropriate. Furnishing false information, verbally or in writing, to any university representative with the intent to deceive, or altering or misusing any official documents is violation of university policy. Dishonesty includes the transfer of an identification card to another person or the alteration of an I.D. card. Possession or presentation of a false I.D. card to a student or university official is also a violation.

Noise – Violating the noise policy while on campus is prohibited. Please see the noise policy for additional information.

Non-compliance – Failing to comply with the directions of university officials or those appointed to act on behalf of the university in the performance of their duties is prohibited. Examples include but are not limited to failing to follow the guidelines of sanctioned programs, failure to show identification (I.D. card) or providing false information upon request of university official who identifies themselves, and refusal to attend a disciplinary hearing. Three charges of non-compliance become a Failure to Comply charge that may result in suspension. (See also failure to comply.)

Objects dropped, thrown or propelled – Causing an object to fall from buildings or other elevated areas is prohibited.

Parking – Detailed parking regulations can be found online at www.su.edu. Use the search bar and enter “parking.”

Physical abuse – Any action that causes physical injury or physical discomfort to another is prohibited, including threats of violence, which are actions or speech used to express or suggest intent to physically injure an individual or cause a person to have a reasonable belief that harm may occur.

Property damage – Damaging or destroying university property or the property of others is prohibited.

Sexual misconduct – Engaging in any sexual behavior without consent – including sexual conduct that occurs after consent has been withdrawn – is prohibited. Sexual misconduct encompasses a wide scope of behavior that includes, but is not limited to, non-consensual sexual intercourse (or attempts to commit the same), non-consensual sexual contact (or attempts to commit the same), sexual exploitation, sexual harassment, relationship violence and stalking. Sexual harassment can also include making unwelcomed sexual advances, requesting sexual favors or engaging in other verbal and/or physical conduct of a sexual nature. Sexual harassment exists when at least one of the following conditions is met:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic status in a course, program or activity. Verbal misconduct – without accompanying physical contact as described above – may constitute sexual harassment, which is also prohibited.
2. Submission to, or rejection of, such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. Such conduct that creates an intimidating, hostile, or offensive environment that substantially interferes with an employee's work performance or a student's ability to participate in or benefit from the university's programs or activities.

Students with complaints involving sexual misconduct are encouraged to report their concerns to the university's Title IX Coordinator. Please refer to the Sexual Misconduct Policy section for comprehensive policy and procedures including definitions, the complaint policy and the appeals process.

Smoking – Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

Solicitation – Any type of door-to-door sale, solicitation or distribution that inconveniences, harasses or annoys other members of the university community is prohibited. Solicitations not in accordance with federal, state or local law or without the permission of the director of student engagement or the director of residence life & student conduct may not be conducted. Organizations and/or individuals who are not affiliated with the university may not conduct solicitations or distribute information on campus or in any Shenandoah University building without permission from the Director of Student Engagement.

Stealing and/or possessing unauthorized material – Taking property belonging to another person(s) without authorization or through unlawful appropriation or possession is prohibited. No student shall steal, attempt to steal, or assist in the theft of any service, money, property, or item of value not belonging to him or her. No student will illegally use or appropriate any property not belonging to him or her. Possession of the property of another, of the university, or of any organization or institution without proper authorization is a violation of this policy.

Student I.D. (failure to carry) – Failing to carry a valid Shenandoah University I.D. card at all times when on university property is unacceptable. Transferring and or duplicating a university I.D. card is prohibited. Additionally, an I.D. card must be provided upon request to any individual acting on behalf of the university in the performance of his/her official duties. (See failure to comply.)

Trespassing – Refusing to leave an area as directed by an authorized university official is considered trespassing. Any unauthorized individual entering a university-operated building which has been closed or locked shall be guilty of trespassing. No student shall enter or remain in a private room, office, or restricted area under the control of another student, faculty member, or university official, except by permission or invitation of the resident student or the appropriate Shenandoah official or faculty member.

Vandalism – Graffiti, cutting, defacing or otherwise damaging personal or university property is prohibited.

Vehicles (inappropriate use of) – Motorized vehicles are restricted to roads and parking lots on campus. Exception may be made by the Department of Public Safety and Physical Plant. Keeping an unregistered motor vehicle on campus is prohibited.

Verbal abuse – Directing obscene, profane language or abusive verbal conduct toward another person or group of people is prohibited. (See also harassment.)

Violating other university regulations – Violating the rules or regulations of any Shenandoah University department or program – including but not limited to athletic events, computer technology, conservatory events and residence life – is prohibited.

Violence/attempted violence – No student shall engage in any form of violence directed toward another person or group of people. Responding to violence with violence is a violation of this policy. A violation of this policy is defined as a Class 1 misdemeanor punishable by up to 1 year in jail and/or a fine of up to \$2,500. Attempting to cause injury to an individual is also prohibited.

Weapons – Possessing, storing or using firearms, ammunition, projectiles, sharp tools such as knives, axes and hatchets as well as objects designed to cause physical harm and replicas of weapons on Shenandoah University property is prohibited. Weapon is defined as any object or substance designed or used to inflict a wound or with the potential to cause injury or incapacitate another person.

Conduct Procedures

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

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

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

Interim Suspension:

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

Notification of Charges

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

Methods of Resolution

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

1. Conduct Conversation

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

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

2. Conduct Hearing

A Conduct Hearing is the basic method of resolution for all offenses that warrant sanctions. Typical sanctions include educational tasks, written warnings, conduct probation, fines, community service, community restitution, referral for counseling, suspension or dismissal from the university.

During the course of a Conduct Hearing, the conduct official may determine the case should be to the Community Conduct Council.

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

3. Community Conduct Council

In some cases, the director of residence life & student conduct (or designee) may determine the most appropriate process is a Community Conduct Council, which consists of three students, one staff member, and the assistant director of residence life & student conduct (or designee) serves as the chair. A full range of sanctions is available in this procedure, including recommendations for suspension and/or dismissal from the university. (See the Community Conduct Council Process for more details.)

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

4. Expedited Hearing

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

5. Alternative Resolution

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

Community Conduct Council Procedures

1. All parties involved in a hearing may review available written evidence in the case file at a pre-hearing meeting with the presiding Conduct Official.
2. The Community Conduct Council chair will conduct the hearing according to the following procedures:
 - a. The chair will inform the accused student(s) of the alleged violation(s).
 - b. The accused student(s) may acknowledge whether they are responsible or not responsible for the violation(s).
 - c. The person(s) reporting the violation(s) and witnesses (if any) may have an opportunity to make opening statements and offer their account of the incident.
 - d. The accused student(s) and their witnesses (if any) will have the opportunity to make opening statements and offer their account of the incident.
 - e. The reporting person(s) and the accused student(s) may question each other and any witnesses.
 - f. The chair and Community Conduct Council members may question the reporting person(s), the accused student(s) and/or any witnesses.
 - g. The reporting person(s) and the accused student(s) may make closing statements. In cases in which the reporting person(s) or accused student(s) fail to appear, the chair may modify these procedures.
3. All Community Conduct Councils shall be conducted in accordance with the standards of fair process. Specifically, the accused student(s) should be informed of the nature of the charge(s) against him/her, be given a fair opportunity to refute the charges and have the opportunity to appeal the decision. Any conduct official who feels he/she cannot be impartial in a given case shall recuse himself/herself and shall be replaced by another Community Conduct Council member.
4. The director of residence life & student conduct (or designee) may require the cooperation of any member of the university community in furnishing testimony or evidence directly related to the resolution of a case. However, no member of the university staff with whom an accused student has a confidential relationship can be required to give information arising from that relationship without the permission of the accused student. Furthermore, the conduct official shall excuse a witness if the conduct official concludes that by giving testimony the witness may be endangered.
5. Audio recordings will be made of full hearings. Written summaries of findings will be maintained with the case file. Recordings of the hearing are to be used by the council

during deliberations and/or an appellate review. Recordings may be destroyed after the appeal process is complete.

Additional Information for Each Method of Conduct Resolution

1. Student conduct records are confidential and are available only to persons who have permission from the students. Limited conduct information may be shared with other Shenandoah University administrators and faculty members who have a legitimate need to know.
2. All hearings are closed to the general public.
3. If an accused student fails to appear for a scheduled hearing, the hearing may be decided in his/her absence. The director of residence life & student conduct (or designee) will hear the case based on the available information. The university will not necessarily drop charges of misconduct if an accused student leaves Shenandoah University for any reason (e.g., voluntary withdrawal, required resignation, separation or dismissal from the university).
4. An accused student may bring an adviser to a hearing. The adviser must be a member of the university community and can be a student, faculty or staff member. During the hearing, the adviser may only advise during recesses granted by the conduct official and may clarify procedural questions before, during or after the hearing.
5. The conduct official makes decisions about responsibility and sanction(s). These decisions shall be based on the evidentiary standard of "preponderance of evidence," meaning the conduct official determines if it is more likely than not the alleged violation occurred.
6. The university requires the conduct official(s), Community Conduct Council members and administrative staff to maintain confidentiality regarding conduct matters. Individual(s) who report the alleged violation(s) may be informed of the conduct official's decision. Information about assigned sanctions may be shared with reporting parties as deemed appropriate by the director of residence life & student conduct (or designee). The vice president for student life may share information about conduct charges, findings and sanctions with university personnel who, at the discretion of the director of residence life & student conduct or vice president for student life, have a legitimate need to know.

Appeal Process

A student found responsible for a violation of university policy during a Student Conduct Hearing or through a Community Conduct Council may request an appeal based on one of the following:

- a. insufficient information that a policy was violated or the availability of new evidence
- b. a serious procedural error in resolving the case and/or;
- c. a sanction inappropriate for the violation.

A request for an appeal to the director of residence life & student conduct (or designee) must be made in writing within 72 hours of receipt of the original written decision. Typically, an appeal decision will be rendered within 10 business days, unless the sanction includes suspension or dismissal. After review, the director of residence life & student conduct (or designee) may:

- a. affirm the finding(s) of the original hearing authority;
- b. reverse the finding(s) of the original hearing authority;
- c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
- d. refer the case to an appeal hearing.

A subsequent appeal, which is permitted only in cases in which suspension or dismissal are assigned, must be submitted in writing to the vice president for student life (or designee) within 48 hours of receipt of the appeal decision. The vice president for student life (or designee) may:

- a. affirm the finding(s) of the original hearing authority;
- b. reverse the finding(s) of the original hearing authority;
- c. alter the sanction(s) of the original hearing authority (and, if altered, sanctions may be made more or less severe); or
- d. uphold the appeal decision made by the director of residence life & student conduct (or designee).

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

Conduct Findings

- Found Responsible: The accused student is responsible for a violation of the Student Code of Conduct as charged.
- Found Not Responsible: The accused student is not responsible for a violation of the Student Code of Conduct.

Conduct Sanctions

Reasons for Sanctioning

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

All students who are sanctioned will be treated with fair consideration, and all circumstances involved in an incident will be considered in sanctioning as each individual case is unique. A student charged as an accessory may be subject to the same sanction(s) as the primary violator.

Repeat Violations

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

Sanctions Related to Group Behavior

In addition to recommending other sanctions such as educational assignments, community restitution, fines, etc., the vice president for student life, director of residence life & student conduct (or designee) may recommend the imposition of one or more of the following:

- a. a written disciplinary warning with a copy maintained in the conduct file. The warning may specify corrective measures that can help the group avoid similar issues in the future;
- b. disciplinary probation for a time period established by the conduct official, implying the group's standing within the university is in jeopardy and further negligent or willful violations may result in suspension of university recognition. Disciplinary probation may include restrictions on the group's functions during the probationary period. The group is informed of corrective measures that must be undertaken during the probationary period and maintained after its conclusion and/or;
- c. suspension of university recognition. A group that wants to reestablish a relationship with Shenandoah University must re-apply for recognition by the university through the vice president for student life.

Sanctions Related to Individual Behavior

A student may be sanctioned to one or more of the following depending on the seriousness of the violation. Sanctions are determined by a conduct official or Community Conduct Council.

Additional stipulations: additional sanctions a student must complete and/or follow.

Campus ban: student is banned from being present on either the entire campus or specified areas of the campus.

Community restitution project: work projects on or off campus.

Conduct probation: period of self reflection during which a student is on official warning that subsequent violations of university rules, regulations or policies are likely to result in more severe sanctions, including suspension or dismissal from the university.

Conduct suspension: a temporary cancellation of a student's enrollment at Shenandoah University with approval from the vice president for student life (or designee). Once assigned this sanction, a student is immediately removed from classes and banned from university property. A student cannot enter university property during his/her term of suspension without prior permission from the vice president for student life (or designee) nor graduate. Any classes taken at another institution while suspended cannot be transferred to Shenandoah University. If a student lives in campus housing, he/she has 24 hours to vacate his/her campus residence.

Dismissal from the university: a permanent cancellation of a student's enrollment at Shenandoah University with approval from the vice president for student life (or designee). Once assigned this sanction, students are immediately removed from classes and banned from university property. A student cannot enter university property once dismissed without prior permission from the vice president for student life (or designee) nor re-enroll or graduate from Shenandoah University.

Educational task: student must complete an assignment that benefits self, campus or community.

Fines: monetary sanctions. Community service programs may be substituted for fines if approved by an appropriate administrator.

No-contact order: student is prohibited from having any direct or indirect contact or contact via a third-party with a particular person. Violation may result in suspension.

Other appropriate alternative sanction(s): determined by director of residence life & student conduct.

Referral: requires the student seek appropriate counseling or guidance.

Relegation to final room selection: student loses the opportunity to participate in the annual room selection (lottery) process.

Removal from university housing: required removal from university housing with final approval from the director of residence life & student conduct (or designee) and without the refund of room fees. Once assigned this sanction, a student must move within a designated time frame (usually 48 hours unless otherwise permitted by the director of residence life & student conduct), after which the removed student cannot enter university housing without permission from the director of residence life & student conduct (or designee).

Removal of property: required removal of property.

Restitution: reimbursement by the student to cover the cost of repair or replacement of damaged or misappropriated property.

Restriction of activities or privileges: participation in any and/or all organized university activities other than required academic endeavors are restricted for a designated period of time.

University housing relocation: requires the student to move to another room, hall or quad with approval from the director of residence life & student conduct (or designee). Student must relocate within 24 hours, after which he/she cannot enter the building from which he/she was removed throughout the term of the sanction without permission from the director of residence life & student conduct (or designee).

Written warning: official record that a student has been warned about behavior.

Student Conduct Records

A record of conduct sanctions may affect a student's ability to be elected to or participate in university leadership roles. A conduct probation will prohibit a student from participating in international study programs at least during the term of probation. Student records must be reported on most law school applications, state bar examiner reports, medical school applications, some graduate school forms, some university transfer forms and, in some instances, job applications, particularly those for federal or state positions.

Retaining Records

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

Release of Records

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

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, pertains to student educational records maintained by Shenandoah University. The Act allows students and parents of dependent students access to their educational records while also protecting their right to privacy by limiting the transferability of records without the students' consent. The following guidelines are meant to assist all members of the Shenandoah community in understanding the provisions of the Act as they apply to Shenandoah University. FERPA rules are covered in greater depth under Academic Policies.

Release of Confidential Records

The university will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:

1. Faculty and staff members having a legitimate educational interest in the record.
2. Authorized federal and state officials in the process of administering educational programs.
3. Requirements in the administration of the Financial Aid Program.
4. Accrediting organizations carrying out their accrediting function.
5. Parents of a dependent student. Each student is considered financially dependent upon his/her parents if claimed as a dependent for federal income tax purposes. A certified copy of the parents' most recent federal income tax return verifying the student's dependency status must be provided to the Registrar's Office annually.
6. Directory information. (See Academic Policies section.)
7. Organizations conducting studies on educational programs, provided the identity of the student is not revealed.
8. An emergency situation involving the health or safety of the student or other persons.
9. The university is in compliance with the Patriot Act.
10. In cases of a search warrant or subpoena from law enforcement or the court system, the university is required to comply with requests for students' records.
11. The university will advise all recipients of student records that only authorized persons may view the records. Each university office will keep a record of all individuals requesting or receiving student records except as noted in Item 1 above.

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

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

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

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

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

Non-Academic Policies

Alcohol and Other Drugs Policy

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

The following are prohibited:

- Possessing or using alcoholic beverages by any student (or guest of a student) under the age of 21
- Possessing or using alcoholic beverages by any student in areas where alcohol is not permitted
- Providing alcohol to anyone under the age of 21
- Possessing common containers or implements including but not limited to kegs, branded bottles and beer-pong balls on university property
- Being intoxicated in public
- Having open containers of alcohol in an unlicensed public place
- Transporting unconcealed or open alcohol containers in public on Shenandoah University property
- Violating any local and state alcohol laws
- Serving alcohol to students on university property and/or at off-campus university-sponsored events without prior approval from the vice president for student life

Enforcement Practices

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

A. Virginia Alcohol Regulations

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

B. Virginia Drug Regulations

1. Under local, state and federal laws, it is unlawful to possess, use, manufacture, sell, give or distribute a controlled substance or an imitation controlled substance. Any person in violation with respect to a Schedule I or II controlled substance will be subject to fines and imprisonment.

2. It is against Virginia law to possess drug paraphernalia. Drug paraphernalia is defined as all equipment, products and materials of any kind that are either designed for use or are intended by the person charged for use in planting, propagating, manufacturing, producing, processing, preparing, packaging, storing, concealing, injecting, inhaling, etc. At Shenandoah, incidents involving illegal drugs and/or paraphernalia typically involve the assistance of local law enforcement.

Regulations for Social Events

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

Consequences

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

Parental Notification Policy: Alcohol and Other Drugs

Shenandoah University alcohol and other drug policies and practices strive to educate and inspire students to be critical, reflective thinkers and empower them to be ethical decision makers with attention to their own safety and the safety of the community. In keeping with its mission, Shenandoah informs students regarding the dangers associated with substance abuse and the improper or illegal use of alcohol or other drugs. In addition, the university intervenes to engage students who commit alcohol or drug-related violations or who demonstrate a pattern of substance abuse.

In an effort to educate students and their families regarding decision making, Shenandoah will partner with parents and other family members as appropriate with the ultimate goal of student success and community safety.

Minor First Violations

Minor first alcohol violations do not necessarily trigger notification. Minor violations include but are not limited to:

- underage possession of alcohol
- underage consumption of alcohol
- open container of alcohol

In the case of a first offense for these minor violations, Shenandoah provides students educational resources and opportunities to change their behavior on their own. Most grow through the experience and change their behavior. The few who have subsequent violations deserve and require the shared attention of university and family.

Major or Subsequent Violations

Behaviors that trigger parental notification are major violations and patterns of behavior. The following parental notification practices apply when a student is claimed as a dependent by a parent for federal tax purposes or is under 21 years of age.

1) Major Violations

Whenever the Division of Student Life finds a Shenandoah student responsible for a major alcohol- or drug-related violation, the Division of Student Life may notify that student's parent(s) or guardian(s).

Violations that trigger notifications under this major violation category include but are not limited to:

- arrest
- hospitalization
- driving under the influence
- public drunkenness
- supplying alcohol to those who are under age
- drug distribution
- unauthorized possession or use of controlled substances

2) Pattern of Behavior

When the Division of the Student Life becomes aware that a student has engaged in a pattern of behavior involving alcohol and/or drugs, the vice president for student life (or designee) will notify the student's parent(s) or guardian(s). Violations that trigger notification under the pattern of behavior category include but are not limited to:

- frequent or severe episodes of alcohol use
- repeated drunkenness
- binge drinking
- drug use

When making a notification under this policy – time and circumstances permitting – the vice president for student life (or designee) will encourage the student to participate in or make the initial call to his/her parent(s)/guardian(s). The vice president will follow through with a direct call to the student's parent(s)/ guardian(s).

Parental notification under this policy is in addition to the intervention and education programs already offered to students. Intervention may include one or more of the following:

- substance abuse assessment by a trained clinician
- psychological assessment by a trained clinician
- substance abuse counseling
- enrollment in educational programs
- sanctions imposed for violations of Shenandoah University's Code of Conduct.

The Division of Student Life will make notifications under this policy unless the university, family or other circumstances make such notifications incompatible with the student's best interests. The university relies on the professional judgment of its faculty and administrators when assessing each student's situation. Students whose families or other circumstances make notification under this policy inappropriate will be referred to the university's professional counseling resources and its Behavioral Consultation Team.

A notification under this policy is authorized by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA), which permits the disclosure of information from education records to parents of dependent students. Shenandoah University reserves the right in its sole discretion to notify parents of alcohol- or drug-related incidents falling outside this policy to the extent permitted by FERPA or other applicable law.

Automobile Regulations

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

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

Read the detailed Parking Policy at the Department of Public Safety's website or pick up a copy at its office in the Wilkins Building.

Bicycles and Motorized Bicycles

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

Bicycles may not be locked where they would obstruct or impede vehicular traffic or pedestrian movement. This includes handrails, exit discharge areas and handicapped ramps and access ways. Violation of this policy may result in a fine of \$20. When a bicycle is found

restricting emergency egress or handicapped access, it may be impounded or immobilized and the owner will be issued a parking violation notice. Abandoned bicycles will be removed and discarded.

Camping and Shelter Construction

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

Computer Misuse

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

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

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

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

Hazing (Virginia Law)

Pursuant to Section 18.2-56 of the Code of Virginia, voluntarily participation by members will not be admissible as defense against a charge of hazing.

Any person found guilty of hazing shall be guilty of a Class 1 misdemeanor, unless the injury would be such as to constitute a felony. In that event the punishment shall be as otherwise provided by law for the punishment of such a felony. Any person receiving bodily injury by hazing or mistreatment shall have a right to sue, civilly, the person or persons guilty thereof, whether adults or infants.

Public Postings and Advertisements on Campus

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

Religious Groups Policies and Guidelines

Guidelines for religious groups at Shenandoah are as follows:

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

Smoking

Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

Sales, Solicitation and Fundraisers

Individuals and student organizations planning to conduct sales, solicitations and fundraising activities on or off campus and/or requiring a contractual agreement with non-Shenandoah agencies, must obtain the written approval of the director of student engagement (or designee). Non-student and non-Shenandoah-related individuals and organizations may not sell or solicit on Shenandoah University property without permission from the director of student engagement. Door-to-door solicitation is prohibited.

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

Sound Amplification Equipment

Shenandoah reserves the right to specify where and when sound amplification equipment may be used. Permission and specification for use of sound amplification equipment on campus must be obtained from the director of student engagement (or designee).

Unauthorized Use of University Property or Documents

Students shall not use, possess or sell any parking permits, student I.D.s, keys or official Shenandoah University documents.

Non-Discrimination Statement

Shenandoah University values the unique and diverse perspectives of individuals and communities locally and globally and seeks to foster mutual understanding in an inviting community where individuals are welcome and respected. The 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.

As a recipient of federal funds, the University complies with Title IX of the Education Amendments of 1972 (Title IX). Title IX provides that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The University is committed to educating, preventing and responding to behavior that violates its non-discrimination policy. Any individual whose conduct violates this policy will be subject to disciplinary action in accordance with the student code of conduct and other university regulations and policies.

Sexual Misconduct Policy

Shenandoah University is committed to investigating reports of sexual misconduct, to adjudicate them according to the policies of the university, and to provide support to those have been impacted by sexual misconduct.

Sexual misconduct encompasses a wide scope of behavior that includes but is not limited to non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, relationship violence and stalking.

Definitions

Consent is defined as the voluntary willingness between both parties to engage in mutually-agreed upon sexual activity without coercion, force or taking advantage of a person's incapacitation. Both parties have the obligation to communicate consent or the lack of consent. A verbal "no" (no matter how indecisive) or resistance (no matter how passive) constitutes the lack of consent. Silence or lack of resistance does not infer consent. Consent to a sexual activity may be withdrawn at any time and at that time, if consent is withdrawn, all sexual activity must cease. Consenting to one sexual act does not automatically provide consent for additional sexual acts. Likewise, previous consent to sexual behaviors does not imply consent for future sexual acts. A person who ceases such sexual activity at the time consent is withdrawn, may not, in some instances be subject to judicial action for a sexual conduct policy violation occurring prior to the withdrawal of consent.

Consent cannot be given by the following persons:

- Individuals who are mentally incapacitated at the time of the sexual contact in a manner that prevents him or her from understanding the nature or consequences of the sexual act involved.
- Individuals who are unconscious or physically incapacitated
- Minors

Incapacitation is defined as the physical and/or mental inability to make informed, rational decisions that voids an individual's ability to give consent. Incapacitation may be caused by a permanent or temporary physical or mental impairment. Incapacitation may also result from the consumption of alcohol or the use of both illegal and prescribed substances.

- The use of alcohol or drugs may, but does not automatically, affect a person's ability to consent to sexual contact. The consumption of alcohol or drugs may create a mental incapacity if the nature and degree of the intoxication go beyond the stage of merely

reduced inhibition and reach a point in which the victim does not understand the nature and consequences of the sexual act. In this event, the person cannot give consent. Consent can never be given when a person is under the influence of a date rape drug, such as Rohypnol, Ketamine, GHB, etc.

- A violation of the sexual misconduct policy includes having sexual contact with someone who is mentally incapacitated or has reached incapacitation due to the consumption of drugs or alcohol. A guideline to gauge another individual's incapacitation is if another reasonable, sober person would know the individual in question's incapacitation.
- The use of alcohol, drugs or other impairment does not minimize or excuse an accused individual's responsibility or involvement in cases of sexual misconduct.
- Incapacitation may also occur when someone is unconscious, asleep, or has been involuntarily restrained.

Coercion is defined as an unreasonable amount of pressure to engage in sexual activity. Coercive behavior is not the same as seduction. Coercion begins when a person continues to pressure another individual into sexual acts when it is clear that the person does not want to be seduced or convinced into engaging in sexual activity.

Force is defined as the use of physical violence and/or imposing on someone physically to gain sexual access. Force can include but is not limited to: threats, intimidation, implied threats, and coercion that overcome resistance or produce consent.

Intimidation is defined as intentional behavior that implies a threat. The threat could be both positive or negative. An example of a positive threat is, "If you sleep with me, I will invite you to a party." An example of a negative threat is, "If you don't sleep with me, I will ruin your reputation."

Non-Consensual Sexual Contact involves any intentional sexual touching, however slight, with any object, by a man or woman upon a man or a woman that is without consent and/or by force.

Non-Consensual Sexual Intercourse involves any sexual intercourse, however slight, with any object, by a man or woman upon a man or woman that is without consent and/or by force. Intercourse is defined by penetration (anal, oral, vaginal) by a penis, tongue, finger, or inanimate object.

Relationship Violence is the use of physical, emotional or sexually abusive behaviors to gain power or control in an intimate relationship.

Sexual Exploitation occurs when an individual takes sexual advantage of another person without consent. This includes but is not limited to causing or attempting to cause incapacitation of another individual for sexual purposes; prostitution of another person; videotaping, recording, photographing or transmitting, including electronically, intimate or sexual sounds or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; invasion of sexual privacy; and knowingly transmitting a sexually transmitted infection, including HIV, to another person.

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when at least one of the following conditions are met:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or academic status in a course, program or activity; or verbal misconduct, without accompanying physical contact as described above may constitute sexual harassment, which is also prohibited under university regulations.
2. Submission to, or rejection of, such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. Such conduct that creates an intimidating, hostile, or offensive environment that substantially interferes with an employee's work performance or a student's ability to participate in or benefit from the university's programs or activities.

Examples of Sexual Harassment

Examples of physical and verbal conduct that may constitute sexual harassment may include, but are not limited to, the following:

1. A direct or implied threat that submission to sexual advances will be a condition of employment, promotion, or grades.
2. A direct and unwanted proposal or subtle unwanted pressure to engage in sexual activity.
3. A pattern of conduct causing discomfort or humiliation. e.g., unnecessary touching, gestures of a sexual nature, or remarks of a sexual nature, including comments about dress, jokes, or anecdotes.

Sexual harassment does not include personal compliments, social interaction or relationships freely entered into by students, employees, or prospective employees; however, the potential for sexual harassment, even in consensual relationships, must be recognized, especially in situations where a professional power differential exists (e.g. administrator/student, faculty/student, supervisor/employee). Sexual harassment does not include behavior that is considered to be appropriate to an academic discipline for the purpose of instruction or individual safety.

Sexual Misconduct can include but is not limited to incidents of sexual harassment, non-consensual sexual contact (or attempts to commit same), non-consensual intercourse (or attempts to commit same) and sexual exploitation..

Stalking is repeatedly contacting another person when the contact is unwanted. This behavior can cause the other person to be concerned for his or her physical safety or causes apprehension of the abilities to perform the activities of daily life. This behavior can include: communication (in person, phone, electronic, social media), following a person, watching or remaining in the physical presence of the other person.

Threats are defined as taking action to cause a person to do something that he or she would not have done without the threat. Example: If you do not have sex with me, I will: harm your reputation

cause harm to someone you are close to.

Shenandoah University encourages all members of the university community to be aware of both the consequences of sexual misconduct and the options available to those who have experienced sexual misconduct.

Resources for Victims of Sexual Misconduct

Students who believe that they have been subjected to incidents of sexual misconduct are encouraged to seek assistance from their choice of available support services. On campus resources include: the health and counseling services staff (Wilkins Wellness Center; 540-665-4530 or on the third floor of Cooley Hall), Department of Public Safety (540-665-4614 or on the west side of the Wilkins Building), the Title IX Coordinator at 540-665-4921 or in 206 Cooley Hall, the [Not Just] Women's Center (540-535-3463 or in 210 Cooley Hall) and the vice president for student life (540-665-4863).

Community Resources include: the Winchester Medical Center hospital (540-536-8000 or 1840 Amherst Street; Winchester) Winchester Police Department (540-662-4131 or 231 E. Piccadilly St. Suite 310) Frederick County Sheriff's Office (540-662-6168 or 1080 Coverstone Drive; Winchester) The Concern Hotline (540-667-0145) and The Free Medical Clinic of Northern Shenandoah Valley, Inc (540-536-1680 or 301 N. Cameron Street; Winchester).

Students also have the right to file a formal complaint with the United States Department of Education (ocr@ed.gov). More information is available at <http://www.ed.gov/ocr>.

Adjudication and Sanction

Any 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.

Retaliation

Retaliation is prohibited. The Title IX Coordinator will investigate any reported acts of harassment or intimidation, including any act of reprisal, interference, restraint, or penalty – overt or covert – against any student, faculty, or staff who is a party to a complaint or associated with the proceedings described in this policy, including witnesses and members of the Hearing Panel.

Reporting an Incident

Shenandoah University strongly encourages and supports prompt reporting of sexual misconduct. Prompt reporting allows victims to be provided resources and helps contribute to a safe campus environment. Instances of sexual misconduct may be a violation of both university policy and the law. Victims are encouraged to report complaints of sexual misconduct to university officials and local law enforcement. Law enforcement officials can explain the procedures for pursuing a criminal investigation of sexual misconduct.

Employees of Shenandoah University who become aware of any possible sexual misconduct must immediately report it to the Title IX Coordinator regardless of whether a formal complaint has been filed, except for those employees who are statutorily prohibited from reporting.

Reporting Sexual Misconduct to University Officials

If you or someone you know has been the victim of sexual misconduct, contact the Department of Public Safety, a resident assistant, or the vice president for student life. In all cases, the Title IX Coordinator (or designee) will complete an investigation of each complaint.

If a complainant does not wish to pursue Formal or Informal Resolution, or requests that his or her complaint remain confidential, the university will take reasonable action in response to the complainant's information. The Title IX Coordinator will inform complainant that the university's ability to respond will be limited by adherence to these wishes.

Investigations can take up to 60 calendar days following receipt of the complaint. Factors that could impair the timing of the investigation include the complexity and severity of the sexual misconduct, the number and availability of witnesses, the need to identify and acquire physical or other evidence. Individuals who feel they have experienced sexual misconduct may file criminal charges through the criminal justice system.

To encourage reporting of incidents of sexual misconduct, Shenandoah University pursues a policy of offering complainants and witnesses limited immunity from being charged for policy violations related to an alleged incident (such as policies prohibiting the use of alcohol or drugs). While the university cannot completely overlook policy violations, it will pursue educational rather than punitive responses to such cases.

Responding to an Incident: Complaint Procedures

The Assistant Director of Student Conduct serves as the Shenandoah University Title IX Coordinator. Faculty, staff, or students who believe they have been victims of sexual misconduct should contact the Title IX Coordinator. If the complainant determines that he or she wishes to take action, a verbal or written complaint is to be presented to the Title IX Coordinator.

The Title IX Coordinator and the complainant will hold a confidential interview to discuss the alleged sexual misconduct. The Title IX Coordinator will share information regarding the definition of sexual misconduct and possible action that may be taken in response to the alleged sexual misconduct. The Title IX Coordinator will also provide information concerning health and counseling services to the complainant and the accused student. Student complainants will have the option for a formal or informal resolution procedure.

Complainants who requests anonymity should be aware that while health care professionals can guarantee confidentiality by law, other university employees cannot guarantee complete confidentiality. Information is disclosed only to select officials who have an essential need to know in order to carry out their university responsibilities. As is the case with any educational institution, the university is herein governed by FERPA regulations. While the university official will make every effort to adhere to the wishes of the complainant in proceeding with the complaint, officials must balance the needs of the individual student with its obligation to protect the safety and wellbeing of the community at large. Therefore, depending on the seriousness of the alleged incident, further action may be necessary.

The Title IX Coordinator, Department of Public Safety or other Shenandoah University officials may take immediate interim actions to protect the safety of the university community, to enable students with complaints and witnesses to continue studies, and to ensure the integrity of an investigation. These actions may include, but are not limited to:

- interim suspension of the accused student
- no contact orders
- modifying class or work schedules
- making alternative housing arrangements
- addressing other academic concerns (e.g., absences, assignments, grades, leaves of absence, withdrawal)

Informal Resolution

Within 30 days, the Title IX Coordinator or designee will meet separately with the complainant, the accused individual, and other persons deemed necessary to determine if there is reasonable cause for the complaint. In general, the investigation will take no longer than 60 days, unless extenuating circumstances create a need for a longer period of time.

If the results of the investigation indicate the likelihood that sexual misconduct occurred, the Title IX Coordinator will present resolution strategies separately to the complainant and the accused. The Title IX Coordinator may conclude that the case needs to go through the formal resolution process; however, if an informal resolution can be reached, resolution strategies may range from the disposing of the case due to insufficient evidence, to action as may be warranted to by circumstances of the case.

Ultimately, a mutually-satisfactory resolution will be sought between the Title IX Coordinator, the complainant, and the accused individual. To the extent that all three parties are able to achieve a satisfactory resolution of the problem or issue the complaint will be considered resolved. In cases involving alleged sexual assault, informal resolution through a meeting of the parties and the Title IX Coordinator is not an option. In the event of a mutually agreed upon resolution no additional hearing or appeal will be permitted. If a mutually satisfactory resolution cannot be achieved, either:

1. The complaint will be advanced to the formal procedure described below, or
2. Upon the request of the complainant, the process may be concluded.

The fact that a complaint of sexual misconduct may be concluded at the request of the accusing party does not preclude the filing of a formal complaint by others, including appropriate university officials.

Formal Resolution

Formal complaints of sexual misconduct should be filed in writing by the Shenandoah University Title IX Coordinator under the following conditions:

1. Mutually satisfactory conflict resolution (if applicable) was not achieved by complainant or accused individual,
2. The complainant requests that the case go directly to a formal process,
3. The Title IX Coordinator may exercise the option of moving directly to a formal process.

Upon receipt of a formal, written complaint, the Title IX Coordinator will, within ten working days, inform the accused individual in writing of the following: a formal complaint of sexual misconduct has been filed, the nature of the complaint, a formal hearing is to be

convened regarding the charges, the maximum disciplinary action that may be taken, and conditions and procedures by which an appeal may be filed. The complainant will also receive a copy of this written notice. Within thirty calendar days from the day in which the accused was formally notified of the complaint against him or her, a Panel will be convened for the purpose of hearing the alleged charges.

The Hearing Panel consists of three (3) members: two (2) faculty/staff members and one (1) deputy title IX coordinator from either athletics or human resources (or designee). In addition, the Title IX Coordinator will designate a hearing panel chair.

Pre-Hearing Procedures:

1. Pre-hearing submissions. The parties will provide the Title IX Coordinator with a list of witnesses they propose to be called and copies of all documents and information they wish to propose to present at the hearing process on or before the date set by the Title IX Coordinator. Evidence of the complainant or accused individual's past sexual conduct history will not be permitted unless it is relevant to the investigation. The Title IX Coordinator will provide each party with a copy of the list of witnesses, identification or copies of documents or information submitted by each party.
2. Pre-hearing meetings. The Title IX Coordinator will schedule individual pre-hearing meetings with all parties. At the meeting the Title IX Coordinator will review hearing procedures, complaint of alleged sexual misconduct, and will review the list of witnesses and pre-hearing submissions.
3. To ensure an impartial hearing, no panel member may have had prior involvement in the investigation of the complaint or be in a direct or indirect subordinate position to either party. Also, a panel member may remove him or herself from the panel for a particular case if he or she feels rendering of an objective decision is not possible due to a personal relationships with any of the parties involved. A complainant or accused individual can also highlight such a conflict of interest and request that a panel member be removed. In such an event, the Title IX Coordinator shall appoint an appropriate member to the panel for hearing that particular complaint. Any panel member who cannot attend a particular hearing for a compelling reason must be replaced for that hearing by an appropriate member appointed by the Title IX Coordinator.
4. Hearings involving charges of sexual misconduct will be closed to the University community-at-large and the public. In addition to the Hearing Panel, the complainant and the accused individual, others present at the hearing may include: a) one advisor each for the complainant and accused individual, b) witnesses called by the complainant and the accused individual, c) witnesses called by the Hearing Panel, and d) legal counsel for either party. Legal counsel may not address the Hearing Panel but may offer private consultation as the hearings proceed. Should the legal counsel for either party attempt to address the Hearing Panel, the process described herein is suspended. Ultimately, each party involved in the formal process has the right to bring an advisor, to call a reasonable number of witnesses, and to be present during the entire hearing. All persons attending must agree to maintain confidentiality regarding the proceedings.
5. The testimonies of both the complainant and the accused individual shall be heard by the Hearing Panel. The testimony of witnesses offered by the complainant and the accused individual will also be accepted. The Panel may also hear testimony from parties who

may have relevant information for the case, but only after notifying the complainant and the accused individual at least three working days prior to the scheduled hearing as to the names of such parties. Evidence of prior disciplinary action involving allegations of sexual misconduct of the accused individual may be considered by the Panel but the prior sexual activities of either the complainant or the accused individual which are not relevant to the issue before the Panel, as determined by the Title IX Coordinator, will not be considered.

6. In the absence of good cause, as determined by the Chair in his or her sole discretion, the parties may not introduce witnesses, documents, or other evidence at the hearing that were not provided to the Chair by this deadline. The parties are also responsible for the attendance of their witnesses at the hearing.
7. If, at any time prior to the hearing, the accused student elects to acknowledge his or her actions and take responsibility for the alleged Sexual Misconduct, he or she may request that the Chair propose a resolution to the charges and a sanction and, with the consent of the complainant, resolve the complaint without a hearing.

Hearings:

1. Upon request from either party, the university will arrange for hearing processes in which complainants and accused individual can be separated from each other during the hearing.
2. The accused student and complainant shall not be permitted to directly question each other. The accused student and complainant must direct questions to hearing panel chair, who will repeat the questions to the complainant or accused individual. If complainant is participating in the process via video conferencing, the Title IX Coordinator will request questions in advance of the accused student entering the hearing room process.
3. Pre-Hearing Discussion. Once a hearing panel member has been named to the panel, he or she may not discuss the merits of the complaint. The Chair will provide the hearing panel with a copy of the Notice of Hearing, the investigation report, and the list of witnesses submitted by the parties with an instruction to avoid discussion of the merits of the complaint.
4. The hearing will not follow a courtroom model, and formal rules of evidence will not be observed. The Chair will determine the order of the witnesses and resolve any questions of procedure arising during the hearing. The parties are responsible for ensuring that their proposed witnesses are present. The Board will review in advance of the hearing all the written materials provided to them by the Chair. The parties will have received or been provided the opportunity to review these materials prior to the hearing. The parties will be expected not to repeat undisputed details or non-material circumstances that would merely duplicate the written materials. If the panel determines that unresolved issues exist that would be clarified by the presentation of additional evidence, the Chair may recess the hearing and reconvene it in a timely manner to receive such evidence. A recess may not be based on the failure of witnesses to appear.
5. The accused student has the option not to testify; however, the exercise of that option will not preclude the panel from the hearing process and determining the complaint on the basis of the evidence presented.

6. The evidence of alleged Sexual Misconduct will be evaluated under a “preponderance of the evidence” standard, meaning that the evidence shows that it is “more likely than not” that the accused student violated this policy.

Hearing Findings:

Findings, conclusions, and recommendations of the Hearing Panel must be based on a preponderance of the evidence presented and shall be the result of a majority vote of the Hearing Panel. In determining whether alleged conduct constitutes sexual misconduct, the Hearing Panel will look at the facts and records of the case as a whole and at the totality of the circumstance, such as the nature of the sexual misconduct and the context in which the alleged incident or incidents occurred.

If the accused is a student, FERPA regulations prevent disclosure of any discipline or penalty imposed. If evidence supports the finding that sexual misconduct has taken place, the recommended disposition is to be appropriate and reasonable according to the merits of the case, and may include censure, probation, educational experience, separation (suspension) and/or dismissal.

Following review of the Hearing Panel, the chair will communicate findings and sanctions in writing to the complainant and the accused individual concurrently within 10 calendar days following the conclusion of the hearing (or a longer time if the chair determines that circumstances dictate the need). Final outcome communications will be copied to the Title IX Coordinator and the Office of Residence Life & Student Conduct.

Appeal Process

The written request for an appeal by either the accused or complainant must be submitted to the vice president of student life within five business days following notification of the findings of the Hearing Panel. An appeal may be submitted for one of the following reasons: insufficient information that a policy was violated; a serious procedural error in resolving the case; and/or sanction or sanctions are inappropriate for the violation. Within seven business days of the appeal hearing, the vice president of student life (or designee) will provide to both parties, concurrently, and to the Title IX coordinator a written decision. The decision of the vice president of student life is final, and there is no further appeal following the vice president of student life's decision.

Sanctions imposed by the Hearing Panel are not effective until any timely appeal of the decision is resolved. However, if it is advisable to protect the welfare of the complainant or the campus community, the Hearing Panel may include in its findings letter that any probation, suspension, or expulsion or appropriate sanctions be effective immediately and continue in effect until such time as the vice president of student life may otherwise determine. The vice president of student life also may allow the student to attend classes or other activities on a supervised or monitored basis, or make such other modifications to the sanctions during the appeal evaluation.

Records

Informal and formal sexual misconduct case records will be kept for a period of 10 years. Sexual misconduct case records involving faculty members or staff employees will be kept in the Office of Human Resources and sexual misconduct case records involving students will be kept in the Office of Residence Life & Student Conduct.

Updated Sexual Misconduct Policy

The most updated Sexual Misconduct Policy can be found in the Division of Student Life or at www.su.edu/sexualmisconduct.

Student of Concern

A student of concern is any student who displays behaviors that may adversely affect a student's ability to be successful in the university environment.

To report a student of concern complete the online form at su.edu/studentlife (search "Student of Concern"). The report will be directed to the university's Behavioral Consultation Team.

When a Student of Concern report is filed, it is reviewed by the Behavioral Consultation Team. A member of the team may follow up with the individual who filed the report. A member of the team will reach out to the student of concern to assess what resources may benefit the student. An action plan will be developed with the student to reduce obstacles to his/her success at Shenandoah, and the student's progress will be monitored. In some cases the referring person may not receive specific information about the student's action plan.

Any student, family member, faculty or staff member can play an essential role in helping a student in distress. Expressions of interest, concern, and compassion are important factors toward providing a student necessary assistance.

When an individual appears to be a threat to the safety of self or others, call 911. For on-campus situations, also call the Department of Public Safety at 540-678-4444 (dial 4444 from any campus landline phone).

For more information about "Student of Concern," contact the director of residence life & student conduct at 540-665-4611 or the director of student engagement 540-665-5445.

Troubling Behaviors:

- Frequently falling asleep in class
- A dramatic change in energy level (high and low)
- Changes in hygiene or appearance
- Significant changes in weight
- Frequent state of alcohol intoxication
- Noticeable cuts, bruises or burns on a student
- Repeated absences from class, work or normal activities
- Apathy/ extreme change in participation levels
- Frequent requests for extensions or exceptions for extenuating circumstances
- Sending troubling communications such as frequent, lengthy, rants or agitated emails to professors, advisors, coaches, or supervisors
- Emotional outbursts of anger, hostility or frequent crying

- Noticable personality changes; more withdrawn or more animated than usual
- Expressions of hopelessness, fear or worthlessness; themes of suicide, death or dying
- Direct statements of distress, family issues or other difficulties

Disruptive Behaviors:

- Interferes with or disrupts the educational process, the rights of others and/or the normal functions of the university
- Uses demanding, verbally abusive, bullying or intimidating behaviors
- Displays extreme irritability
- Shows irrational or impulsive behaviors

Threatening Behaviors:

- Direct threat to harm self or others
- References access to or use of a weapon or an act of violence
- Threatening communication
- Signs of physical abuse
- Physical/verbal confrontations

Housing and Residence Life Policies

Introduction

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

Alcohol

See Alcohol and Other Drugs Policy in the Student Code of Conduct.

Breaks (Fall, Winter and Spring)

Students may occupy their rooms on the dates specified by Shenandoah University and are expected to vacate them during fall break, Thanksgiving break, winter break and spring break and within 24 hours of their final examinations at the end of each semester. Residents are expected to clean their rooms, remove all trash and set the heat/air conditioning to 68 degrees before leaving for any break. Failure to complete any of these tasks will result in fines and conduct violations. Residents who demonstrate a need to occupy their rooms during any of the above breaks may request permission from the director of residence life & student conduct (or designee). Residents who request and are approved to remain on campus during breaks will be charged a fee. Failure to pay the fee by the designated deadline will result in additional fees. Students with significant conduct histories as determined by the director of residence life & student conduct (or designee) may be denied the privilege of remaining on campus over breaks. Residents are not permitted to have overnight guests during university breaks. When the dining hall is closed, residents remaining on campus are responsible for their own meals.

Entering a residence hall during breaks without permission from the director of residence life & student conduct (or designee) is prohibited and results in a minimum fine of \$50 (in addition to the break fee). This precaution is for the safety and protection of students authorized to remain on campus and property in residence halls.

Students may not live on campus when the entire university is closed.

Bulletin Board Damage

Bulletin boards are located in all residence halls. Resident assistants are responsible for the content of these boards. All notices/fliers must be approved by the RA prior to being posted. The Office of Residence Life & Student Conduct reserves the right to approve content. Unapproved notices/fliers will be removed and discarded. Students found responsible for bulletin board vandalism (writing graffiti, tampering with the board, removing, damaging or destroying information, etc.) will receive disciplinary sanctions that include restoration of the bulletin board and a minimum \$50 fine.

Check-In and Check-Out Procedures

Check-In

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

Early Check-In

Residents must abide by the appointed schedule for arrival. Early arrival is limited to students deemed essential to university functions and who have prior approval of the director of residence life & student conduct. Students are not permitted to move in early if they do not have prior authorization.

Check-Out

Residents must officially check out with Residence Life before leaving school or changing rooms. Residence Life staff members must be present at check out. Students are responsible for leaving rooms in the same condition in which they were found. This includes thoroughly cleaning the room, emptying trash and removing all non-university furniture and belongings. The room key must be turned in at this time and noted on the resident's Room Condition Form. All expenses incurred as a result of damages are the responsibility of the resident(s). Charges are assessed upon a mutual understanding between roommates, and lacking agreement, the charges will be divided. Signed written statements indicating who specifically should be charged can be submitted to the Resident Director. Room cleaning charges range from \$25 to \$200 per student.

Abandoned Property

Any non-university owned property left on campus at the end of an academic year or after a student leaves Shenandoah will be disposed of if not claimed within 24 hours. This includes bicycles. A minimum \$50 room clearing charge will be assessed against any student who fails to remove his/her items of personal property within 24 hours of withdrawal or separation from the university.

Express Check-Out

Express Check-Out allows greater flexibility for residential students. Residents need to pick up key envelopes, sign the "express checkout" section of the Express Checkout Envelope, put the key inside the envelope, and hand it to a Residence Life staff member. Damages will be determined by the staff member after the resident(s) have departed. Residents may not appeal fines if they use Express Check-Out.

Cleanliness

Custodians routinely clean public areas, including stairways, halls, laundry rooms, public bathrooms and lounges. Students are expected to maintain orderly and sanitary conditions in their rooms, including disposal of personal trash into university trash bins. Items left in laundry rooms will be disposed of after 24 hours.

Common Areas

Residential students are responsible for damage done to the common areas of residence halls. Common areas are lounges, bathrooms, hallways, laundry rooms, stairways, etc. If damage occurs to furniture, floors, walls, ceilings and fixtures in common areas, Residence Life staff and Department of Public Safety officers will determine who is responsible for the damage. In the event an individual(s) cannot be identified, repair and/or replacement costs will be charged to all residents of the floor and/or building.

Students, organizations or university representatives may use a residence hall common area if a reservation request is made through the hall's resident director at least 48 hours in advance.

Conduct Infringing on Others

All pranks and/or careless, irresponsible behavior is unacceptable, especially if the behavior causes or has the potential to cause damage to university or personal property, or causes personal injuries or infringes on the rights of others. Such behaviors include but are not limited to water fights and shaving cream fights as well as throwing, kicking or bouncing balls, Frisbees and other similar items inside or against residence halls. Throwing objects against the exterior of any university building is prohibited.

Damage Deposit

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

Electrical Appliances, Cords and Multi-Plug Adaptors

Major Appliances

A major appliance is defined as any appliance that draws 4 or more amps of electricity when in use; the amount of amperage is usually stated on the appliance. (Resident director can assist students who are unsure about a particular appliance.) All major appliances such as coffee pots, mini-refrigerators (3.1 cubic feet or less), hair dryers, curling irons, curlers, etc., must be directly plugged into wall receptacles; extension cords may not be used for these appliances.

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

Extension Cords

Extension cords are prohibited in all residence halls.

Multi-Plug Adaptors

1. Only one (1) power-bar adapter with surge protectors and multi-plug adaptors with six (6) or less plug-in receptacles may be used.
2. Power-bar adaptors with surge protectors may not exceed 6-feet in length and must be "heavy-duty." Heavy duty is defined as a cord with no less than 14-gauge wire.

3. Only one major appliance may be plugged into any wall-type multi-plug-in adapter.
4. Electrical wires may not run through doors, windows and/or holes in the floor; ceiling or walls. Wires may not be nailed or tacked into any surfaces.
5. Electrical wires may not run around or under bed frames, mattresses, furniture, carpeting, file cabinets or any other fixtures, that can conceal or damage the cords.

General Safety

1. Electronics should be evenly distributed around a room.
2. All wires must be clear of foot traffic routes and not placed under beds, furniture or other items.
3. Wires should never be taped to metal beds.
4. Frayed cords and lamps without shades should not be used.

False Fire Alarms

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

Fire Drills

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

Fire Safety Regulations

Residence Life staff is fully prepared to support and encourage all students in promoting fire safety. Students should present their concerns or ideas for safer residence halls. The following regulations are in effect for student safety:

1. The use of or possession of any dangerous chemical or explosive materials such as fireworks, incendiary devices, gunpowder or gasoline is strictly prohibited.
2. Tampering with or setting off fire alarms, smoke detectors, fire extinguishers or intentionally lighting a fire in a Shenandoah building is prohibited.
3. The possession of hookahs, candles, oil lamps, incense or other open-flame items is prohibited as well as substances that result in producing an offensive odor.
4. Motorcycles and bicycles may not be kept in hallways, stairwells, attached to fire equipment or placed in any manner that interferes with exit from buildings. Bicycle racks on campus are for students' use.
5. Parachutes, sheets, fish nets, tapestries and other large flammable items are not allowed to be suspended from residence hall ceilings.

Furniture (University-Owned)

University-owned furniture from common areas should never be placed in students' rooms. Furniture from vacant residence hall rooms may not be moved into another room; this includes mattresses. Residents who are found in possession of university-owned furniture not assigned to their rooms will face disciplinary action, including a minimum fine of \$50. Residence hall room furniture and other items belonging to Shenandoah University may not be moved out of a room. Missing furniture will be charged to the resident(s) at full replacement cost.

Guests of Residents

Residents may host overnight guests. Residents must have prior permission from their roommates to have an overnight guest. Guests may not reside on campus for more than three nights per month unless the resident director grants special permission. Guests include other Shenandoah University students who do not reside in the room. Parking permits for guests can be obtained from the Department of Public Safety. Guests must adhere to Shenandoah regulations while on campus. The residential student with whom the guest is visiting must escort his/her guest through the residence hall. Guests may not be in a residential room without their student host present. Residents are responsible for the conduct of their guests, regardless of the length of the visit.

Holiday Decorations

1. All decorations must be made of fire-resistant materials.
2. Live Christmas trees or greenery are not permitted in residence hall rooms or hallways.
3. No holiday lights are permitted in residence hall rooms or hallways.
4. Decorations must be removed before leaving for winter break. Artificial snow must be removed thoroughly. Decorations left during winter break will be removed and discarded and the hall/group responsible for the decorations will be billed.
5. All decorations on the exterior of residence halls will be left to the discretion of the residence life staff.
6. Residence life staff will inspect rooms to insure that decorations are safe.

Housing Agreement

Students who want to live on campus will be provided housing if (1) they are an admitted student and (2) have submitted a housing application/housing contract by June 1 for the next fall semester and by Dec. 1 for the spring semester.

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

Students removed from residence halls for violations of university conduct policies will still be held to the financial obligations for the housing contract for the remainder of the current academic semester.

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

When only one person occupies a double occupancy residence hall room, consolidation will be required, and the Office of Residence Life & Student Conduct reserves the right to fill the vacancy. A resident who engages in conduct designed or intended to dissuade or intimidate another student from moving into a room, or who otherwise attempts to manipulate the housing assignment process, will face disciplinary action.

Shenandoah University is not liable for the personal property of its students. The university's property insurance does not cover students' personal property; it is each student's responsibility to obtain personal property insurance. Students should consult with their parent(s) or guardian(s) regarding the availability of coverage under the parent's/guardian's homeowners or tenants policy. If parents or guardians have no insurance coverage, but coverage is desired, students are encouraged to purchase personal effects coverage.

Students are responsible for damages in university-owned residence halls or other rented/leased areas in which they live. Costs of repairs and/or replacement of damaged property and/or restitution will be charged to the student(s) responsible and judicial action may be taken.

Housing Policy

Full-time undergraduate students are required to live in university residence halls during their first two years as Shenandoah students and for the full academic years. Exceptions include students who are married, living at their parents' or guardians' homes or are over the age of 22. These students must complete an Off-Campus Housing Request form, which is available in the Office of Residence Life. Housing contracts are in effect for the entire academic year. Upperclass students have until June 30 to cancel their Housing Contracts for the upcoming year. Students who break their contracts after June 30 are charged a fee of at least \$500 to be released from the contracts. Students entering their second year at Shenandoah who do not apply for housing are randomly assigned to a room and billed for a 15-meal plan for the upcoming academic year.

Key Duplication, Lock-Outs and Possession of Master Key

Shenandoah prohibits students from duplicating keys. Students who lose keys should immediately contact a member of the Residence Life staff for replacements. When a student loses his/her residence hall room key, the lock cylinder must be re-cored for safety reasons and a new key issued as soon as possible. The cost to the student is \$100.

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

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

Lofts

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

Maintenance

While the university is responsible for routine maintenance, each residential student is responsible for reporting maintenance concerns to his/her RA or submitting an electronic work order. If a repair is not made within 48 hours of filing a report, contact the RA to submit a second request. If a repair is still not made, contact the resident director.

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

Noise Policy

Students are expected to use discretion with regard to noise in residence halls. Consideration of others is expected at all times. Stereos, TVs and radios must be kept at volumes that cannot be clearly heard outside a room. In general, musical instruments may not be played inside residence halls; the exception are instruments that can be played with the use of earphones. Practice rooms are available in conservatory buildings for vocal and instrumental practice. A violation of Quiet Hours is cause for disciplinary action.

Quiet Hours ensure an environment conducive to student learning and wellbeing. Quiet Hours are:

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

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

Room Changes

Students may request to change roommates after the second week of each semester. Residence Life will first try to help the roommates repair their relationship through mediation. If mediation is unsuccessful, the resident director may recommend a room change. Room Change Forms are available in the Office of Residence Life & Student Conduct. Each roommate is required to obtain permission prior to the change. Once a room change is approved, the move must occur within 48 hours unless the assistant director of residence life grants special permission. A minimum fine of \$50 may be levied against any student who changes rooms without receiving proper approval. Students may not request room changes during mid-term and final examinations week.

Room Entry, Inspection and Search Policy

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

Health and Safety Inspections

Health and safety inspections are held once a month by resident assistants and/or resident directors. Inspections are announced either by email or printed flyers at least 48 hours in advance. The primary objective is to maintain a safe and healthy living environment. When health or safety risks are discovered, or prohibited items are found, those items are removed. Confiscated items will not be returned to the student or his/her guest. Resident assistants will show residents the proper methods to correct potentially problematic situations. If the resident is not present for the inspection, the situation will be corrected and a note left for the resident. Repeated health and safety failures will result in a conduct meeting. Health and safety inspections are also opportunities for residents to make staff aware of needed repairs.

Custodial and Maintenance Room Entry

Shenandoah University reserves the right of entry by custodial and maintenance personnel in performance of necessary repairs and/or improvement to the residence hall. Custodial and maintenance staff will leave hang tags giving notice that they have performed work in a room if no residents are present.

Emergency Entry

Residence Life staff members may, without verbal or written authorization from a higher authority, enter a student's room either forcibly or with a building master key in cases of fire, explosion, bomb threat, attempted or suspected suicide or other situations that call for immediate entry.

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

Room Search

Shenandoah University has a right to enter and search rooms with just cause, as long as the entry and search are not done in an arbitrary and capricious manner that unnecessarily deprives a student of fundamental fairness. The intent of this policy is to provide protection for the rights of each Shenandoah student, while at the same time providing Residence Life staff members and Shenandoah administrators the means to maintain and protect the educational environment necessary for the university to fulfill its primary purpose.

Authorized Entry and Search

When an individual has reasonable cause to believe a student has violated a Shenandoah policy, and the relevant or prohibited materials remain in a room or suite, a request may be

made for an authorized entry and search. The request should be directed to the appropriate Student Life staff member who will inform the vice president for student life (or designee). After considering the request, the vice president for student life (or designee) may give authorization to conduct an authorized entry and search of a student's room for specified items.

Single Rooms

For the first two years, most residential students live in double-occupancy rooms. Single-occupancy rooms are limited. When available, single rooms are apportioned first by need such as documented disability, and then as determined by the Office of Residence Life & Student Conduct. When a student does not have a roommate in a double-occupancy room, Shenandoah University reserves the right to fill the vacancy.

Smoking

Smoking in any university building or within 30 feet of any entrance or window is prohibited. Smoking is defined as the lighting or burning of any pipe, cigar, cigarette, electronic cigarette or other product. Shenandoah University is committed to providing a safe, healthy and pleasant learning and work environment for its students and employees.

Storage

Storage space beyond what is provided in each residence hall room, is not available for residential students. All personal possessions must be removed when students leave the residence halls at the end of the academic year.

Visitation Guidelines

Visitation is permitted only when roommates agree to the visitor and the length of the visit does not violate the guest policy. (See Guests of Residents.) If visitation privileges are abused, the residential student may lose this privilege and no longer be permitted to have any guests in his/her room.

Student Organizations

A student organization is any club or group of students committed to serving as an integral part of the co-curricular experience at Shenandoah University. Every organization should be primarily composed of current Shenandoah students. The organization must serve a purpose unique from that of other existing organizations and/or academic departments.

The Office of Student Engagement (OSE) supports a variety of student organizations, and these groups provide opportunities for social, professional, humanitarian as well as academic development for students. OSE encourages students to take active roles in campus organizations. Being involved with an existing organization or starting a new one is a great way to meet new people and can quickly connect a student to the Shenandoah community and beyond.

OSE welcomes the formation of new organizations at any point during the academic year. New organizations keep the campus alive with student interest and innovation. To register an organization, visit su.collegiatelink.net. For a comprehensive guide for student organizations or for general questions and concerns, contact the director of student engagement.

To form a new organization, student(s) must:

1. Meet with an Office of Student Engagement staff member to discuss the purpose and goals of the proposed organization.
2. Complete the online registration application through Collegiate Link and submit a roster with at least 10 interested students.
3. Designate a student leader who will be responsible for the student organization.
4. Identify a Shenandoah University faculty or staff member to serve as the adviser for the new organization.

To receive funding through the Student Government Association (SGA) and have representation and an SGA vote, a student group must:

1. Be a registered student organization for at least one year prior to applying for Student Government Association recognition.
2. Complete an application for SGA recognition.
3. Create a constitution and submit with the application.
4. Elect officers such as president, vice president, treasurer, secretary and SGA representative.
5. Meet with the SGA Commission for Student Organizations for review of the organization.
6. Identify a Shenandoah University faculty or staff member to serve as the organization's adviser.

Categories of Student Organizations

A “Registered Student Organization” is a voluntary association of Shenandoah University students that has no direct relationship to the university but, upon completion of registration documents, is entitled to certain privileges such as operating, meeting, advertising and participating in activities on campus. To register, an application must be submitted to the Director of Student Engagement.

An “SGA-Approved Student Organization” is an organization primarily comprised of students who have established a direct relationship to the university or who are affiliated beyond Shenandoah University through regional or national memberships. This relationship includes but is not limited to policy review, special programs, governance and a faculty/staff adviser who does not receive specific compensation relative to their advising of the organization.

A “Student Life-Sponsored Organization” is primarily or exclusively comprised of students whose activities, operations and decision-making processes are directly governed by academic or administrative departments and for which the university is ultimately responsible. These organizations have faculty/staff advisers who receive specific compensation relative to their advising of the organization. The university's vice president for student life must grant approval in order to be considered a Student Life-sponsored organization.

Types of Student Organizations

- academic/professional (national and local)
- agency (student organizations that are umbrella organizations, oversees other student groups)
- fine and/or creative arts
- media
- inter-cultural/international
- honorary (membership by invitation based on specific standards)
- sports/recreation
- religious
- special interest

The ABCs of Student Services

Academic Enrichment Center

Howe Hall, Room 204

Director of Learning Resources & Services Michelle Shenk

(540) 665-4928

mshenk@su.edu

Monday through Friday: 9 a.m. to 5 p.m.

Services in the center include academic skills development workshops such as time management, preparing for tests and learning styles; study skills courses; developmental services and testing to upgrade skills; assistance with academic counseling; free peer tutoring; referral to counseling and Career Services; monitoring academic progress; coordination of programs for students with disabilities; a resource library; the Writing Center and math tutoring.

Administrators

Vice President for Student Life Rhonda VanDyke Colby

Brandt Student Center, Room 119

(540) 665-4862

rcolby@su.edu

Vice President for Enrollment Management & Student Success Clarresa Morton

Wilkins Administration Building, Room 239

(540) 665-4517

cmorton@su.edu

NOTE: Students are encouraged to resolve issues first by talking to their Residence Life staff or faculty adviser; depending on the situation. Those individuals can point the student to appropriate resources. Before going to the president of the university with issues of academics or campus life, students should meet with either the vice president for student life or the vice president for enrollment management & student success.

Brandt Student Center

Main Campus

Director of Student Engagement Rick McClendon

(540) 665-5445

rmcclend@su.edu

Associate Director of Student Engagement & Brandt Student Center Manager

Stephen Kuchera

(540) 665-4901

BSC doors open at 7:30 a.m.

staffed Monday through Thursday: 8 a.m. to midnight

staffed Friday: 8 a.m. to 2 a.m.

staffed Saturday: 10 a.m. to 2 a.m.

staffed Sunday: 11 a.m. to midnight

Hours change during breaks and summer months.

Brandt Student Center Game Room

Monday through Thursday: 11 a.m. to 11:30 p.m.

Friday & Saturday: 11 a.m. to 1:30 a.m.

Sunday: noon to 11:30 p.m.

Hours change during breaks and summer months.

Brandt Student Center Fitness Room

Assistant Director of Student Engagement for Recreation & Fitness Programs Kyle Farrell

(540) 665-4790

kfarrell@su.edu

Monday through Friday: 8 a.m. to 11 p.m.

Saturdays and Sundays: 11 a.m. to 11 p.m.

Hours change during breaks and summer months.

A valid SU I.D. card must be presented for entrance to the fitness rooms in the Brandt Student Center and the Health Professions Building. All facilities are free to use.

Bulk Mail and Copy Center

Romine Living Center, East Campus Commons

Manager Karen Myers

(540) 665-4528

kmyer3@su.edu

The Bulk Mail and Copy Center handles large printing projects such as concert programs, posters, flyers, etc. Its fees are comparable to local quick-print shops.

Business Office

Wilkins Administration Building, second floor

(540) 665-4514

busoff@su.edu

Tuition, room and board, parking tickets and other fees are paid at the front counter (Accounts Receivable). Work study checks are distributed at this location.

Campus Bookstore

Brandt Student Center, lower level

Manager Brandi Rutz

(540) 665-4523

www.shenandoah.bkstr.com

Monday through Friday: 9 a.m. to 5 p.m.

Saturday: 10 a.m. to 2 p.m.

Campus Mail

Brandt Student Center, main concourse

Manager Pam Miller

(540) 665-4522

pmiller@su.edu

Monday through Friday: 8:30 a.m. to 4:30 p.m.

Incoming university mail is processed twice a day and distributed to student mailboxes, which are assigned to all full-time residential students. Mail sent to students should be addressed with name and box number followed by Shenandoah University, 1460 University Dr., Winchester VA 22601. Postage stamps, envelopes and some packaging supplies are available for purchase.

Campus Shuttle Service

Mondays through Fridays: 7 a.m. until 11 p.m.

During the academic year, the campus shuttle van starts at East Campus Commons at 7 a.m., with stops at Henkel Hall, Ruebush Hall, Edwards Residential Village, Halpin-Harrison Hall and at the north end of Armstrong Hall. The route takes 30 minutes, with the shuttle returning to East Campus Commons on the hour and the half hour. In case of snow or ice, the shuttle may alter operations. Direct questions to the Department of Public Safety at (540) 665-4444 or safety@su.edu.

Career Services

Cooley Hall, Room 314
Director Jennifer A. Spataro-Wilson
(540) 665-5412
career@su.edu

Career Services works with students throughout all aspects of their career development process, from choosing a major to career changes. Shenandoah University is committed to the belief that career development is a lifelong process influenced by many factors, with the end result being personal satisfaction and a solid career. Services offered include career exploration, experiential learning through internships, volunteer, summer and part-time opportunities, as well as, graduate school search assistance, resume building, interview skills workshops and job search assistance. Career Services also maintains a Credential File Service for students and alumni.

Child Care Center

118 Regency Lakes Dr., Winchester (off Rt. 7, east of main campus)
Director Julie Tavenner
(540) 665-0991
jtavenne@su.edu

Monday through Friday: 7 a.m. to 6 p.m.

The Shenandoah University Child Care facility offers care for infants through school age. The program is designed to address the child-care needs of Shenandoah University students, faculty and staff who have young children.

City Bus Service

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

Computer Help Desk

Technology Support Services
Howe Hall, Room 112
(540) 665-5555
helpdesk@su.edu

Monday through Friday: 8 a.m. to 5 p.m.

Computer Lab

Halpin-Harrison Hall, Room 142

Monday through Friday: 8 a.m. to 9 p.m.

Conduct Office

Director of Residence Life & Student Conduct Sue O'Driscoll
Assistant Director of Student Conduct & Title IX Officer Ashley Crockett Wisniewski
Cooley Hall, Room 206
(540) 665-4611/(540) 665-4921
reslife@su.edu/awisniew@su.edu

Direct any questions about sexual misconduct at Shenandoah to this office.

Entertainment

All over campus, all the time
Student Life Information Coordinator Cathy Kuehner
(540) 665-4933
studentlife@su.edu

Find Shenandoah University Student Life on Facebook, Twitter, Instagram and YouTube

There is rarely a day on campus when there's nothing to do. Between conservatory performances, athletic events, guest lecturers, special programming, clubs and organizations, a student can be as busy as he/she wants to be – and almost everything on campus is FREE with a Shenandoah University I.D. card. Students are encouraged to check their SU email, read the student newspaper, follow Hornets athletics and Shenandoah University Student Life on social media, be engaged and enjoy all that college life has to offer in and out of the classroom.

Food Services

Allen Dining Hall

Main Campus
(540) 665-4924
dining@su.edu

Monday through Thursday: 7:15 a.m. to 7:15 p.m.

Friday: 7:15 a.m. to 6:30 p.m.

Saturday and Sunday: 9 a.m. to 6:30 p.m.

Hours change during breaks and summer months.

Brandt Student Center Food Court*Sandella's*

Monday through Thursday: 10:30 a.m. to 10:30 p.m.

Friday: 10:30 a.m. to 5:30 p.m.

Saturday & Sunday: closed

Grill 155°

Monday through Friday: 7:30 a.m. to 11 p.m.

Saturdays: 1 to 11 p.m.

Sundays: 1 to 10:30 p.m.

Hours change during breaks and summer months.

Brandt Student Center Jazzman's Cafe

Monday through Friday: 7:30 a.m. to 10:30 p.m.

Saturdays: 10 a.m. to 2 p.m.

Sundays: closed

Health Professions Building Cafe

Monday through Friday: 7:30 a.m. to 1:30 p.m.

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

Health (Physical and Mental)

See Wilkins Wellness Center.

Health Professions Building Services

Winchester Medical Center Campus

HPB Bookstore

Monday & Thursday: 11 a.m. to 3 p.m.

HPB Computer Lab, Room 265

Sunday: 1 to 5 p.m.

Monday through Thursday: 8 a.m. to 10 p.m.

Friday: 8 a.m. to 5 p.m.

Saturday: 10 a.m. to 5 p.m.

HPB Fitness Room

Monday through Thursday: 7 a.m. to 10 p.m.

Friday through Sunday: 7 a.m. to 5 p.m.

Everyone must have valid SU I.D. for entry.

HPB Health Sciences Library

Sunday: 1 to 5 p.m.

Monday through Thursday: 8 a.m. to 10 p.m.

Friday: 8 a.m. to 5 p.m.

Saturday: 10 a.m. to 5 p.m.

Intercultural Programs

Brandt Student Center

Assistant Director of Student Engagement & Intercultural Programs Maggie McCampbell

(540) 535-3531

mmccampb@su.edu

International Programs and Travel

Center for International Programs

Cooley Hall, ground floor

Director International Programs Bethany Galipeau-Konate

(540) 535-3531

bgalipea@su.edu

Shenandoah offers a wide range of travel opportunities, including its unique Global Citizenship Project, which annually sends dozens of students around the world during spring break – all travel expenses paid by the university. The university is also home to more than 100 students from other countries, and the Center for International Programs serves as an office for international student organizations. The Center encourages all students to broaden their horizons by stopping by the Center first.

Library (Alson H. Smith Library)

Main Campus

Director Christopher Bean

(540) 665-4553

cbean@su.edu

Sunday: 1 p.m. to midnight

Monday through Thursday: 8 a.m. to midnight

Friday: 8 a.m. to 8 p.m.

Saturday: 10 a.m. to 6 p.m.

Laundry

Located in each residence hall

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

Lost & Found

Located at the Brandt Student Center Information Desk

(See BSC hours of operation.)

Recreation & Outdoor Programming

East Campus Commons South Building

Assistant Director of Student Engagement for Recreation & Fitness Programs Kyle Farrell

(540) 665-4790

recsports@su.edu

Director of Student Engagement Rick McClendon

(540) 665-5445

rmcclend@su.edu

Recreation and outdoor programming exist to promote healthy, active lifestyles through recreational and experiential opportunities. Programs and services enhance physical, psychological, ethical, intellectual and social development while fostering community and building relationships. Intramural sports competitions are open to all Shenandoah undergraduate and graduate students as well as faculty and staff. Outdoor programs throughout the year take students to wonderful locations throughout the Shenandoah Valley for a variety of adventures.

Room Reservations

bscreservations@su.edu

Residence Life & Student Conduct

Cooley Hall, Room 214

Director of Residence Life & Student Conduct Life Sue O'Driscoll

(540) 665-4611

reslife@su.edu

Living on campus helps students build foundations for academic and social success. Residential students develop support systems, forge lifelong friendships, meet people from diverse backgrounds and integrate into the campus community. Through immersion in the academic, cultural and social life of the institution, residential students develop skills and tools that lead to student success. For this reason, first and second-year students are required to live on campus, taking advantage of the graduated living options that facilitate students' development.

Safety

Department of Public Safety

Wilkins Hall, Room 142

Director of Public Safety Robin Ebersole

(540) 545-7338

(540) 678-4444 for assistance 24/7

911 for true emergencies

safety@su.edu

Shenandoah University stands by the belief that personal safety is the responsibility of the individual, who must be aware of his/her surroundings and use good judgment. The Department of Public Safety is staffed 24/7, and its officers are trained to respond and assist students, employees and guests on campus. Officers routinely patrol campus on foot and in vehicles. Emergency phones are located across campus and are also connected to the

Winchester Police Department. Officers also work to educate students and employees about appropriate behavior that increases the safety of the individual as well as the entire campus community.

Spiritual Life

Goodson Chapel Recital Hall, lower level

Dean of Spiritual Life Justin Allen

(540) 535-3546

spirituallife@su.edu

The great diversity of faith traditions among Shenandoah's students enriches the cultural life on campus. Shenandoah encourages mutual respect for various religious perspectives while offering programs that support and nurture spiritual growth. The Spiritual Life staff incorporates a wide variety of opportunities for worship, study, service and spiritual growth. It seeks to weave together spiritual and intellectual journeys. The office sponsors a number of programmatic initiatives that meet students' desires for prayer, study, ethical reflection, fellowship and service. Weekly Sunday worship is at University Chapel at noon and Wednesday Night Live service is held weekly at 10 p.m.

Student Government Association

Brandt Student Center, lower level

Director of Student Engagement Rick McClendon, adviser

(540) 665-4611

rmcclend@su.edu

sga@su.edu

Shenandoah University affirms the rights and responsibilities of students to have a voice in the university's decision-making process. As a representative body, the members of the Student Government Association are charged with representing student ideas and keeping students updated on key issues at the institution. The Student Government Association officers and representatives serve as voting members of many university policy-making councils and the Board of Trustees.

Wilkins Wellness Center

Racey Hall, ground floor overlooking quad

Director Ron Stickley

(540) 665-4530

wwcenter@su.edu

Monday through Friday: 9 a.m. to 5 p.m.

closed noon to 1 p.m.

The Mary B. Wilkins Wellness Center is an ambulatory health clinic providing acute care for students as well as health education, physical examinations and preventive health services such as immunizations. The staff includes registered nurses and a part-time family nurse practitioner (FNP). The nurses assess illnesses and injuries and treats according to standard protocols. It is beneficial for students to take advantage of the Wellness Center services whenever possible. Most services are free to all students. Physical examination, pap and immunizations can be obtained at the Center for a nominal charge. However, in the event of a complicated illness or injury, the student may be referred to a local physician or Urgent

Care. In the event of an emergency, the student will be referred to Winchester Medical Center emergency department.

Counseling Center

Cooley Hall, Room 301

Director Nancy Schulte

(540) 665-4530

nschulte@su.edu

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

Writing Center

Howe Hall Room 204

Dr. Doug Enders, director

(540) 665-4845

wc@su.edu

Monday through Thursday: 10 a.m. to 8 p.m.

Friday: 10 a.m. to 4 p.m.

HPB and at NVC hours are posted at www.su.edu/writing_center

The Shenandoah University Writing Center takes as its primary mission one-to-one instruction in writing for all students. The conferences between students and Writing Center staff, either face-to-face or online, work to enable students to learn productive habits in pre-writing, drafting, revising, and editing. Using directive and non-directive instructional techniques, the Center's staff encourages students to do their own work but to value consultation as a valuable part of composing. The ultimate goal of the Center is to develop more able student writers.

COLLEGE OF ARTS & SCIENCES

Calvin H. Allen, Dean

Gregory Hall, Room 157, (540) 665-4587, callen@su.edu

Beverly Brown Schulke, Associate Dean

Henkel Hall, Room 205, (540) 535-3589, bschulke@su.edu

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 or higher. The following exemptions apply:
 - a. native speakers of languages other than English,
 - b. completion of four years of a single second language in high school,

- c. completion of at least one semester of study abroad in a non-English speaking country,
 - d. a score in the 80th percentile (based on the SU norm) and above on the foreign language placement exam.
4. A student must complete the requirements for a major. Students must also complete a second major, a minor or the Teacher Education Professional Studies Certificate program. A grade of "C-" or better is required of each course counted toward a major, minor or certificate.

Attendance

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

Academic Programs

Core Studies Program

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

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

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

Honors Courses

The College of Arts & Sciences seeks to address the individual academic needs of students with a wide range of skills and interests. In keeping with this goal, the College of Arts & Sciences provides enhanced course offerings for those students with above average ability or special interests in a particular course or discipline. This might be in the form of specifically designated honors sections of courses but may also take the form of an individually directed program within the context of a regular course offering. Subject to the approval of the instructor, all College of Arts & Sciences courses are eligible for honors designation. A student desiring to undertake the honors curriculum in a particular course will, with the approval of and in cooperation with the faculty member for that course, complete an honors contract spelling out the specific requirements. These requirements

must be both quantitatively (representing approximately one credit hour additional effort) and qualitatively more rigorous than the normal requirements for the course. The completed contract will be reviewed and approved by the appropriate department chair. Copies of all honors contracts (whether approved or not) will be forwarded to the dean of the College of Arts & Sciences. The contract must be completed before the conclusion of the university's course addition deadline to ensure proper registration. In the event that either the faculty member or student believes that the terms of the contract are not being or cannot be met, the honors contract can be broken and the student returned to regular enrollment status for the course. Successful completion of the honors course requires that the student fulfill all terms of the honors contract and earn either an "A" or "B" for the course. Courses for which a student earns honors designation will be so indicated on the student's transcript.

Pre-Health Professions Programs

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

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

Pre-Law Study

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

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

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

Biology (B.S.)

Brian Lipscomb, Assistant Professor of Biology
Gregory Hall, Room 113, (540) 542-6509, blipscom@su.edu

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 (three courses)	8-12
	One must be at or above the 200 level	
	Two must be at or above the 300 level	
CHEM 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
	Chemistry electives (two courses) 7-8	
	Must be at or above the 200 level	
	Total	47-52
Collateral recommendation:		
	Physics at or above the 111 level	8
MATH 207	Introduction to Statistics	3

Courses Required for the Biology Minor

The Biology minor is intended to provide students with a foundational knowledge of biological sciences. Students may choose elective courses pertaining to specialized interests such as field biology, microbiology and clinical laboratory sciences, biology teacher licensure, or health-related professions. The minimum total number of credits for the biology minor is 18. This may include BIO 121 (4 credits) and/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
PSY 360	Biopsychology

Or any courses approved by the department chair

The following course maps are provided to help you plan your progress to a degree in Biology. It is important that you always bear in mind what your goals are post-graduation and factor in the course requirements that you may need to fulfill to meet those goals. Specific prerequisite courses can vary between different programs at different universities. It is important to check and plan accordingly in consultation with your advisor.

Biology**1st year**

BIO	121	General Biology I (Domain 4)	4
BIO	122	General Biology II (Domain 4)	4
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Elective	3
	101/102	Foreign Language (Arts & Sciences requirement)	3-6
		Math elective	3-4
		Math elective (if needed)	2-4
		Gen Ed requirement	3-6
		(Two courses if a second MATH elective is not needed)	
		Total	28-34

2nd year

CHEM	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
	201/202	Foreign Language (Arts and Sciences requirement)	3-6
BIO		Elective 200 level or higher	4
BIO	321	Ecology (Fall)	4
BIO	260	Microbiology (Fall or Spring)	4
		Gen Ed requirement and course for second major or minor	6
		Total	28-32

3rd year

CHEM		Two electives 200 level or higher	7-8
BIO	312	Genetics (Fall)	4
BIO	321	Ecology (if not completed already)	4
BIO		Elective 300 level or higher	3-4
		Gen Ed requirements and course for second major or minor	3-6
		If it is a prerequisite for a graduate program:	
PHYS	111/112	College Physics I & II	
	or		
PHYS	121/122	General Physics I & II	8
		Total	29-34

4th year

BIO	312	Genetics (if not completed already)	4
BIO	409	Cell Biology (Spring)	4
BIO		Elective 300 level or higher	3-4
		Remaining Gen Ed, second major; minor and professional school prerequisite courses variable	
		Total	variable, at least 120
		Requirement for graduation	120

A 2.0 GPA in major and minor courses is required for graduation.

24 of the student's last 30 credits must be earned at SU to earn a degree

Chemistry (B.S.)

Brett Kite, Assistant Professor of Chemistry

Gregory Hall, Room 216, (540) 535-3401, bkite@su.edu

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.

Courses Required for the Chemistry Major

Core Courses

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 311	Instrumental Analysis	4
CHEM 321	Physical Chemistry I	4
CHEM 331	Biochemistry I	4
MATH 201	Calculus and Analytic Geometry I	4
PHYS 111	College Physics I	4
or		
PHYS 121	General Physics I	4
	Core Courses Total	36

Advanced Courses (Must take at least 10 credits; may take up to 14 credits)

Course	Title	Credit Hours
CHEM 302	Organic Chemistry II	4
CHEM 317	Inorganic Chemistry	3
CHEM 322	Physical Chemistry II	3
CHEM 332	Biochemistry II	4
	Advanced Courses Total	10-14

Elective Courses (up to 4 credits)

Any other CHEM course(s) including:		
CHEM 420	Advanced Synthesis and Analysis	3
CHEM 491	Research Seminar	2
CHEM 492	Research Seminar	2
CHEM 495	Topics	1-3
	Total Required Credits for Chemistry Major	46-50

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
Plus any 3 of the following courses:		
CHEM 301	Organic Chemistry I	4
CHEM 302	Organic Chemistry II	4
CHEM 311	Instrumental Analysis	4
CHEM 317	Inorganic Chemistry	3
CHEM 321	Physical Chemistry I	4
CHEM 322	Physical Chemistry II	3
CHEM 331	Biochemistry I	4
CHEM 332	Biochemistry II	4
	Total	22-24

Chemistry

1st year – Fall

CHEM 121	General Chemistry I (Domain 4)	4
MATH 101	Precalculus I (Domain 3)	3

1st year – Spring

CHEM 122	General Chemistry II (Domain 4)	4
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2nd year – Fall

CHEM 211	Analytical Chemistry	4
CHEM 301	Organic Chemistry I	4
PHYS 111	College Physics I	4
or		
PHYS 121	General Physics I (Domain 4)	3

2nd year – Spring

CHEM 311	Instrumental Analysis	4
CHEM 302	Organic Chemistry II	4

3rd year – Fall

CHEM 321	Physical Chemistry I	4
CHEM 331	Biochemistry I	4

3rd year – Spring

CHEM 321	Physical Chemistry II	4
CHEM 332	Biochemistry II	4
CHEM 317	Inorganic Chemistry	4
	Take any 2 of these	

Criminal Justice (B.S.)

Beverly Brown Schulke, Associate Professor of Criminal Justice
Henkel Hall, Room 205, (540) 535-3589, bschulke@su.edu

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

Courses Required for the Criminal Justice Major

Course	Title	Credit Hours
CJ	201 Introduction to Criminal Justice	3
CJ	220 Crime and Its Analysis	3
CJ	305 Criminal Theory	3
CJ	321 Policing and Law Enforcement	3
CJ	322 The Courts	3
CJ	323 Corrections	3
CJ	343 Law for the Criminal Justice Professional	3
CJ	350 Criminological Research Methods	3
CJ	477 Issues in Criminal Justice	3
Choose four of the following (at least one at the 400 level):		12
CJ	261 Juvenile Delinquency	
CJ	295 Topics in Criminal Justice	
CJ	335 Women and Crime	
CJ	360 Criminal Procedure	
CJ	370 Drugs and Crime	
CJ	371 White-Collar Crime	
CJ	372 Organized Crime	
CJ	373 Terrorism	
CJ	374 Homicide	
CJ	390 History of Criminal Law	
CJ	401 Internship	
CJ	495 Topics in Criminal Justice	
CJ	499 Guided Independent Study	
Total		39

Courses Required for the Criminal Justice Minor

CJ	201 Introduction to Criminal Justice	3
CJ	220 Crime and Its Analysis	3
And 4 other CJ classes, at least 3 at the 300 level or greater		12

Criminal Justice

1st year – Fall

FYS	101	Going Global: First-Year Seminar (Domain 7)	3
MATH	207	Introduction to Statistics (Domain 3)	3
ENG	101	Composition (Domain 1)	3
CJ	201	Introduction to Criminal Justice System (Domain 6)	3
		Foreign Language (Arts & Science requirement)	3
		Total	15

1st year – Spring

CJ	220	Crime and Its Analysis	3
CJ	321	Policing and Law Enforcement	3
	or		
CJ	322	The Courts	
	or		
CJ	323	Corrections	
		Foreign Language (Arts & Sciences requirement)	3
		The Nature of Science Gen Ed (Domain 4)	4
		Artistic Expression Gen Ed (Domain 2)	3
		Total	16

2nd year – Fall

CJ	321	Policing and Law Enforcement	3
	or		
CJ	322	The Courts	
	or		
CJ	323	Corrections	
		Foreign Language (Arts & Sciences requirement)	3
	or		
CJ		Elective	
		Introductory class for Minor	3
		The Individual in Society Gen Ed (Domain 6)	3
		Moral Reasoning Gen Ed (Domain 5)	3
		Total	15

2nd year – Spring

CJ	305	Criminal Theory	3
CJ	321	Policing and Law Enforcement	3
	or		
CJ	322	The Courts	
	or		
CJ	323	Corrections	
		Foreign Language (Arts & Sciences requirement)	3
	or		
		Elective for Minor	
		Gen Ed Elective (Domain 2, 3, 4, 5 or 6)	3
		Gen Ed Domain/Elective	3
		Total	15

3rd year – Fall

CJ	343	Law for CJ Professional	3
CJ	350	Criminological Research Methods	3
		Oral Communication Gen Ed (Domain I)	3
		Required Course for Minor	3
		Elective Course for Minor	3
		Total	15

3rd year – Spring

CJ		Elective	3
CJ		Elective (Internship suggested)	3
		Elective for Minor	3
		Elective	3
		Elective	3
		Total	15

4th year – Fall

CJ		Elective	3
CJ		Elective	3
		Course for Minor	3-4
		Elective	3
		Elective	3
		Total	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.)

Michelle Brown, Associate Professor of English
 Henkel Hall, Room 218, (540) 665-4810, mbrown5@su.edu

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 306	Ancient World Literature	3
ENG 313	Literature in Critical Perspectives	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 313	Literature in Critical Perspectives	
or		
ENG 306	Ancient World Literature	3
	English electives from the 300-level	12
	Total	18

English

1st year – Fall

ENG 101	Composition (Domain 1)	3
	Foreign Language (Arts & Sciences requirement)	3
	Quantitative Literacy Gen Ed (Domain 3)	3-5
	The Individual in Society Gen Ed (Domain 6)	
or		
	Elective	3
FYS 101	Going Global: First-Year Seminar (Domain 7)	3
	Total	15-17

1st year – Spring

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

2nd year – Fall

ENG	313	Literature in Critical Perspectives	
	or		
ENG	306	Ancient World Literature	3
ENG		Elective (300 level genre)	3
ENG		Elective	
	or		
		Elective for Minor	3
		Gen Ed Elective	3
		Moral Reasoning 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	306	Ancient World Literature	
	or		
ENG	313	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)

Steven Humphries, Associate Professor of English as a Second Language
(540) 665-3574, shumphri@su.edu

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, Associate Professor of Environmental Studies

Gregory Hall, Room 206, (540) 665-4909, jkincaid@su.edu

Environmental Studies combines perspectives from the natural and social sciences with applied experiences in the laboratory, field 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 students to develop selected competencies in greater depth as preparation for graduate studies or professional careers.

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	105 Chemistry and Society	4
	or	
CHEM	121 General Chemistry I	4
GEO	202 Human Geography	3
GEOL	201 Physical 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 Sampling and Analysis	4

Or another approved course at the 200-level or above

Two content-oriented courses selected from the list below:

ES	242 Freshwater Ecology and Pollution	4
ES	295 Wildlife Ecology and Habitat Management	3
PSCI	201 American 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
GEO	454 Our Eastern Forests: History, Ecology and Change	3
OLED	340 Nature Interpretation	3
OLED	375 Adventure Theory and Programming	3
PH	202 Global Health	3

Or another approved course at the 200-level or above

Total 46-49

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 environmental studies. While optional, an additional 15-20 credits and an internship are highly recommended. See the program coordinator for recommended courses.

Specialized Fields:

Environmental Assessment and Analysis
 Environmental Education
 Environmental Policy
 Vegetation Ecology and Management
 Freshwater Ecology and Management
 Self-Designed Field

Environmental Studies

1st year - Fall

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

1st year – Spring

BIO	122	General Biology II (Domain 4)	4
ENG	102	Introduction to Literature (Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
	or	The Individual in Society Gen Ed (Domain 6)	3
ES	290	Environmental Issues Seminar	2
	or	Elective	3
		Total	15-16

2nd year – Fall

BIO	321	Ecology	4
GEO	202	Human Geography	
		Foreign Language (Arts & Sciences requirement)	3
MATH	207	Introduction to Statistics (Domain 3)	3
		Elective	3
		Total	16

2nd year – Spring

ES	290	Environmental Issues Seminar	2
	or		
ES		Elective	3
GEOL	201	Physical 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	105	Chemistry and Society	4
	or		
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	3-4
	or		
GEOL	201	Physical Geology	4
		Moral Reasoning Gen Ed (Domain 5)	3
ES		Elective	3-4
		Total	15-18

4th year – Fall

ES	390	Environmental Research Seminar	2
	or		
ES		Elective	3-4
		Gen Ed Elective	3
		Elective for minor	3-4
		Elective for minor	3-4
		Total	12-15

4th year – Spring

ES	319	Environmental Policy	3
	or		
ES	419	Community and Regional Studies	4
		Elective for minor	3-4
		Elective for minor	3-4
		Elective for minor	3-4
		Elective for minor	3-4
		Total	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

Exercise Science (B.S.)

Bruce Elmore, Assistant Professor of Kinesiology

Gregory Hall, Room 155, (540) 665-3412, belmore@su.edu

Exercise Science (EXSC) provides students with a strong scientific and practical understanding of the acute and chronic effects of physical activity and exercise on the human body. Students learn to assess, design, and implement individual and group exercise, physical fitness, and/or sports performance programs for healthy and managed disease state individuals, and athletic populations. Students learn to evaluate health and performance status, conduct fitness and conditioning assessments, write exercise/training prescriptions, and motivate individuals to establish healthy lifestyle behaviors or pursue peak performance.

The Exercise Science program prepares students for careers in health, fitness, and/or competitive athletic performance programs that service a wide audience, including individuals in corporate, community, university, or private settings. Students engage in experiential learning by working under a credentialed, practicing professional in their area of interest. The program can lead to certification by the National Strength and Conditioning Association and the American College of Sports Medicine. Exercise Science is an attractive option for pre-health profession studies for physical or occupational therapy and athletic training.

Qualified EXSC students may enter matriculation agreements with graduate SU Athletic Training and/or SU Physical Therapy through high school pre-admittance. SU Athletic Training also offers early entry through a 3 + 2 model. Students will complete a minimum of 90 undergraduate hours prior to entering the graduate program/s, satisfy the EXSC major (this may include internship course requirements to be completed after entering graduate program/s), fulfill requirements of the College of Arts and Sciences (GE, language and minor), and achieve graduate program prerequisites. Upon completion of the first year of the graduate program, students will be eligible for the bachelor's degree in Exercise Science.

Courses Required for the Exercise Science Major

Course	Title		Credit Hours
Lifetime Activity (select one of the following three courses):			1
KIN	106	Aerobics	
KIN	110	Weight Training and Jogging	
KIN	113	Yoga	
KIN	101	Lifetime Fitness and Wellness	1
KIN	191	First Aid and CPR	1
EXSC	130	Introduction to Exercise Science	3
BIO	231	Human Anatomy and Physiology I (with lab)	4
BIO	232	Human Anatomy and Physiology II (with lab)	4
EXSC	270	Structural Kinesiology	3
EXSC	284	Fitness Program Administration	3
	or		
EXSC	410	Fitness Concepts and Exercise Program	3
EXSC	340	Practicum in Exercise Science	1
EXSC	352	Sports Nutrition for Health and Performance	3
EXSC	381	Biomechanics	3

EXSC	384	Physiology of Exercise (corequisite EXSL 384)	4
EXSC	387	Principles of Strength and Conditioning	3
EXSC	401	Internship in Exercise Science	6
EXSC	460	Certification in Exercise Science	2
		Total	42

Recommended Electives:

EXSC	280	Care and Treatment of Athletic Injuries
EXSC	350	Sport and Exercise Psychology
EXSC	399	Directed Studies

Exercise Science

1st year - Fall

EXSC	130	Intro to Exercise Science
KIN	106	Aerobics
	or	
KIN	110	Weight Training and Jogging
	or	
KIN	113	Yoga

1st year – Spring

KIN	101	Lifetime Fitness and Wellness
KIN	191	First Aid and CPR

2nd year – Fall

BIO	231	Human Anatomy and Physiology I (with lab)
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2nd year – Spring

BIO	232	Human Anatomy and Physiology II (with lab)
EXSC	270	Structural Kinesiology

3rd year – Fall

EXSC	384	Exercise Physiology (with lab EXSL 384)
EXSC	352	Sports Nutrition for Health and Performance
EXSC	340	Practicum in Exercise Science

3rd year – Spring

EXSC	387	Principles of Strength and Conditioning
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4th year – Fall

EXSC	284	Fitness Program Administration
	or	
EXSC	410	Fitness Concepts and Exercise Prescription
EXSC	401	Internship in Exercise Science

4th year – Spring

EXSC	381	Biometrics
EXSC	460	Certification in Exercise Science

Prerequisites:

		Biology (Fall, Freshman year)
BIO	121	General Biology I (with lab)
		Math Competency (by the end of the Sophomore year)
MATH	101	Precalculus I
MATH	102	Precalculus II

French (Minor)

Petra Schweitzer, Associate Professor of French and German
Henkel Hall, Room 213, (540) 545-7380, pschweit@su.edu

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

Courses Required for the French Minor

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

Geography (Minor)

Joshua Kincaid, Associate Professor of Environmental Studies

Gregory Hall, Room 206, (540) 665-4909, jkincaid@su.edu

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

Courses Required for the Geography Minor

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

History (B.S.)

Julie Hofmann, Associate Professor of History
Davis Hall, Room 207, (540) 665-4792, jhofmann@su.edu

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 201	The Practice of History	3
HIST 495	Senior Thesis	3
	Electives in History (300 level or above)	21
	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

Courses Required for the History Minor

Course		Title	Credit Hours
Two courses from:			6
HIST	101	World Civilizations I	
HIST	102	World Civilizations II	
HIST	103	United States I	
HIST	104	United States II	
Plus:			
HIST	201	The Practice of History	3
		Electives in History (300-level or above)	9
		Total	18

History

1st year – Fall

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

1st year – Spring

		Oral Communication Gen Ed (Domain 1)	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 (Domain 5)	
	or		

PSCI	302	History of Western Political Philosophy II (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 (Domain 5)	
	or		
PSCI	302	History of Western Political Philosophy II (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 (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
HIST		Elective (100 level course) (Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Total	12

1st year – Spring

		Oral Communication Gen Ed (Domain 1)	3
HIST		Elective (100 level course) (Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	3
		Artistic Expression Gen Ed (Domain 2)	
	or		
ES	101	Introduction to Environmental Studies	3
PSY	101	General Psychology (Domain 6)	3
		Total	15

2nd year – Fall

HIST		Elective (100 level course)	3
		Foreign Language (Arts & Sciences requirement)	
	or		
		Moral Reasoning Gen Ed (Domain 5)	3
		Artistic Expression 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) (Domain 7)	3
		Foreign Language (Arts & Sciences requirement)	
	or		
EC	212	Principles of Microeconomics	3
		Quantitative Literacy 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	
	or		
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, Associate Professor of History
(540) 678-4334, adenkler@su.edu

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		3
or			
ART 216	American Art		3
HIST 111	Thinking Historically		3
HIST 305	Civil War and Reconstruction		3
HIST 350	Virginia History		3
HIST 395	Special Topics		3
	Total		24

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

International Studies (Minor)

Eric Leonard, Professor of Political Science

Davis Hall, Room 205, (540) 545-7326, eleonard@su.edu

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.)

Cynthia Schendel, Associate Professor of Kinesiology
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The Kinesiology Department offers a Bachelor of Science degree in Kinesiology. This major requires the completion of the Professional Studies Certificate in Health and Physical Education PK-12 and the Kinesiology content courses. Completion of this program meets the professional studies required by the Virginia Department of Licensure Regulations for health and physical education teachers. Students who complete the Kinesiology major also complete the professional education courses listed below, in addition to specific general studies requirements, may qualify for licensure in the area of Health and Physical Education PK-12.

Kinesiology Core Requirements

Course		Title	Credit Hours
KIN	101	Lifetime Fitness and Wellness	1
KIN	106	Aerobics	1
KIN	110	Weight Training and Jogging	1
KIN		Individual/Dual Sport (2 required)	2
KIN	191	First Aid and CPR	1
EXSC	270	Structural Kinesiology	3
EXSC	280	Care and Treatment of Athletic Injuries	3
KIN	252	Personal and Community Health	3
EXSC	384	Physiology of Exercise	4
DA	260	Movement and Dance for Children	3
DAPE	393	Social Dance Styles	1
		Total	26

Prerequisites to EXSC 384:

BIO	231	Human Anatomy and Physiology I	4
BIO	232	Human Anatomy and Physiology II	4
		Total	34

Professional Studies Certificate Program in Health and Physical Education PK-12

Course		Title	Credit Hours
PSY	220	Child Development	3
EDU	301	Orientation to Teaching/Practicum	3
KNS	262	Instructional Strategies for Team Sports	3
KNS	322	Motor Development	3
KNS	370	Measurement and Evaluation in PE	3
KNS	481	Adapted Physical Education	3
KNS	490	PE Curriculum	3

*Pass PRAXIS I Math and VCLA or all of PRAXIS I and acceptance into the Teacher Education Program required prior to methods courses

KNS	305	Materials and Methods in Teaching Elementary Health and Physical Education	4
KNS	306	Materials and Methods in Teaching Secondary Health and Physical Education	4
KNS	308	Materials and Methods in Teaching Health	3
RDG	425	Reading and Writing in the Content Area	3

Student Teaching Requirements

*2.5 overall GPA, 2.9 major GPA; Pass PRAXIS II and VCLA required prior to student teaching

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	47

Health and PE Licensure

1st year – Fall

Take Praxis I or VCLA and Math Portion of Praxis I

ENG	101	Composition (Domain 1)	3
		Foreign Language (Arts and Science Requirement)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
KIN	101	Lifetime Fitness and Wellness	1
BIO	121	General Biology I (Domain 4)	4
BIOL	121	General Biology Lab	0
KIN		Individual/Dual Sport	1
		Total	15

1st year – Spring

Take Praxis I or VCLA and Math Portion of Praxis I

		Elective (Domain 2)	3
MATH	207	Introduction to Statistics (Domain 3)	3
PSY	101	General Psychology (Domain 6)	3
BIO	231	Human Anatomy and Physiology I	4
BIOL	231	Human Anatomy and Physiology Lab	0
		Foreign Language (Arts & Sciences requirement)	3
		Total	16

2nd year – Fall

Apply to Teacher Licensure Program

KIN	110	Weight Training and Jogging	1
KIN		Coaching Elective (100-level)	1
KIN	252	Personal and Community Health	3
BIO	232	Human Anatomy and Physiology II	4
BIOL	232	Human Anatomy and Physiology Lab	0
PSY	220	Child Development	3
EXSC	270	Structural Kinesiology	3
		Total	15

2nd year – Spring

EDU	301	Orientation to Teaching	3
EXSC	387	Principles of Strength & Conditioning	3
KIN	106	Aerobics	1
KNS	262	Instructional Strategies for Team Sports	3
KIN	322	Motor Development	3
SM	342	Sports Ethics	
		Total	16

3rd year – Fall

EXSC	280	Care and Treatment of Athletic Injuries	3
KNS	305	Materials and Methods in Teaching Elementary Health and PE	3
SM	350	Sport Psychology	3
DA	260	Movement and Dance for Children	3
KIN		Coaching Elective (100-level)	1
KIN		Individual/Dual Sport	1
		Total	15

3rd year – Spring

KNS	490	PE Curriculum	3
KNS	370	Measurement and Evaluation in Physical Education	3
EXSC	384	Physiology of Exercise	4
KNS	306	Materials and Methods in Teaching Secondary Health and PE	4
DAPE	393	Social Dance Styles	1
		Total	16

4th year – Fall

Take Praxis II and VCLA

RDG	425	Reading and Writing in the Content Area	3
KIN	477	Principles of Coaching	3
KIN		Coaching Elective	1
KNS	481	Adapted Physical Education	3
KIN	191	First Aid and CPR	1
KNS	308	Materials and Methods in Teaching Health	3
MCOM	150	Principles of Public Speaking	3
		Total	16

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 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 191	First Aid and CPR	1
EXSC 280	Care and Treatment of Athletic Injuries	3
EXSC 350	Sport and Exercise Psychology	3
KIN 477	Principles and Philosophy of Coaching	3
KNS 262	Instructional Strategies for Team Sports	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
		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	101	Lifetime Fitness and Wellness	1
KIN	110	Weight Training and Jogging	1
KIN	191	First Aid and CPR	1
KIN	477	Principles and Philosophy of Coaching	3

Choose any four of the following:

EXSC	280	Care and Treatment of Athletic Injuries	3
KNS	322	Motor Development	3
KIN	342	Ethics in Sport	3
EXSC	350	Sport and Exercise Psychology	3
KNS	370	Measurement and Evaluation in Physical Education	3
SM	450	Sports Law	3
SM	473	Facility Planning and Event Management	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 & Field/Cross Country	1
KIN	170	Coaching Soccer	1
KIN	172	Coaching Lacrosse/Field Hockey	1
		Total	20

Mass Communication (B.A.)

Kelley Crowley, Associate Professor of Mass Communication
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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	471	Race, Sport and the Media
MCOM	480	Advanced Video Field-Production
MCOM	490	Directed Study
MCOM	495	Independent Study
MCOM	498	Field Internship

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

Mass Communication

1st year – Fall

MCOM	101	Understanding Mass Communication	
	or		
MCOM	201	Understanding Visual Communication	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (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 (Domain 2)	3
MCOM	150	Principles of Public Speaking (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

Gina Daddario, Professor of Mass Communication
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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.*

Mathematics (B.S.)

Cindia Stewart, Associate Professor of Mathematics

Gregory Hall, Room 212, (540) 665-5440, cstewart@su.edu

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	4
MATH 202	Calculus and Analytic Geometry II	4
MATH 207	Introduction to Statistics	3
MATH 302	Multivariable Calculus	3
MATH 325	Discrete Math	3
MATH 370	Numerical Analysis	3
MATH 403	Introduction to Modern Algebra	3
MATH 405	Geometry	3
MATH 475	Research Seminar I	2
MATH 476	Research Seminar II	2
Three of the following Mathematics three-credit electives		9
MATH 206	Linear Algebra*	
MATH 208	Advanced Statistics*	
MATH 310	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

Courses required for the Mathematics Minor

Course	Title	Credit Hours
MATH 201	Calculus and Analytic Geometry I	4
MATH 202	Calculus and Analytic Geometry II	4
MATH 207	Introduction to Statistics	3
	Mathematics electives at or above the 200 level	9
Total		22

Mathematics

1st year – Fall

MATH	201	Calculus and Analytic Geometry I (Domain 3)	4
ENG	101	Composition (Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Elective for Minor	3
Total			16

1st year – Spring

MATH	202	Calculus and Analytic Geometry II	4
ENG	102	Introduction to Literature (Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
		The Individual in Society Gen Ed (Domain 6)	3
		Elective for Minor	3
		Total	16

2nd year – Fall

MATH	207	Introduction to Statistics (Domain 3)	3
MATH	302	Multivariable Calculus	3
	or		
MATH	370	Numerical Analysis	
	or		
MATH	403	Introduction to Modern Algebra	
PHYS	121	General Physics I (Domain 4)	4
		Moral Reasoning Gen Ed (Domain 5)/Elective	3
		Gen Ed Domain	3
		Total	16

2nd year – Spring

MATH	208	Advanced Statistics	3
	or		
MATH	310	Using Technology in Math Education	
	or		
MATH	365	History of Mathematics	
MATH	405	Geometry	3
	or		
MATH	325	Discrete Math	
PHYS	122	General Physics II (Domain 4)	4
		Moral Reasoning Gen Ed (Domain 5)/Elective	3
		Gen Ed Domain	3
		Total	16

3rd year – Fall

MATH	302	Multivariable Calculus	3
	or		
MATH	370	Numerical Analysis	3
	or		
MATH	403	Introduction to Modern Algebra	3
MATH	206	Linear Algebra	3
	or		
MATH	341	Elementary Theory of Numbers	
	or		
MATH	442	Functions of a Complex Variable	
		Elective	3
		Elective	3
		Gen Ed Domain	3
		Total	14-15

3rd year – Spring

MATH	405	Geometry	3
	or		
MATH	325	Discrete Math	
MATH	208	Advanced Statistics	3
	or		
MATH	310	Using Technology in Math Education	
	or		
MATH	351	Differential Equations	
	or		
MATH	365	History of Mathematics	
	or		
MATH	432	Real Analysis	
		Elective	3
		Elective	3
		Gen Ed Domain	3
		Total	15

4th year – Fall

MATH	302	Multivariable Calculus	3
	or		
MATH	370	Numerical Analysis	
	or		
MATH	403	Introduction to Modern Algebra	
	or		
MATH	475	Research Seminar I	2
MATH	206	Linear Algebra	3
	or		
MATH	341	Elementary Theory of Numbers	
	or		
MATH	442	Functions of a Complex Variable	
	or		
		Elective	
		Elective	3
		Elective	3
		Elective	3
		Total	14-15

4th year – Spring

MATH	310	Using Technology in Math Education	3
	or		
MATH	351	Differential Equations	
	or		
MATH	365	History of Mathematics	
	or		
MATH	432	Real Analysis	
	or		
		Elective	
MATH	476	Research Seminar II	3
		Elective	3
		Elective	3
		Total	12

Outdoor Leadership and Education

T. Grant Lewis, Assistant Professor of Outdoor Leadership and Education
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The Outdoor Leadership and Education (OLED) program at Shenandoah University affords students the opportunity to develop a foundation in the skills, abilities, and knowledge necessary for including and incorporating outdoor and adventure programming into the regular scope of professional practice. The major will provide students with a unique mix of models that are grounded in the outdoor recreation, and environmental education concepts. Students are afforded an opportunity to examine and explore pedagogy, philosophical theory, and 'hard skill' development, which is cultivated through experiential opportunities in leadership, field, and service experiences. Through direct experience with members of the learning community, including peers, faculty and community members, and immersion in the natural and cultural settings in which outdoor leaders and educators operate, students will develop into ethical, compassionate citizens who are committed to making responsible contributions within the community, nation, and world in which they live. Upon completion of the program, students may pursue front-line and leadership positions in outdoor education and/or adventure centers, guiding/outfitting companies, not-for-profit and private camps, resorts, spas and wellness centers, state and national parks, campus recreation, therapeutic programs, youth development programs, public and private education and traditional municipal recreation organizations.

Additional Program Requirement for Graduation with Major

Current Wilderness First Responder (WFR) certification is required at the time of graduation. The nationally recognized standard in wilderness medicine education, WFR certification courses are designed to train individuals to respond to emergency situations that may be encountered in remote settings, such as backcountry and wilderness. WFR training courses focus on teaching the student to assess a situation, improvise solutions using available resources to stabilize the patient and identify the best way to get the patient to definitive medical treatment. Classroom lectures and demonstrations are combined in realistic scenarios to provide the student with an opportunity to integrate and apply learning. The typical WFR course involves 70-80 hours of training. Students must complete an approved WFR course through SOLO, WMI or WMA. WFR certification is valid for three years from the date of course completion. In some instances, students may apply for transfer credit.

Courses Required for Outdoor Leadership and Education Major

Course	Title	Credit Hours
OLED 101	Foundations of OLED	3
OLED 225	Introduction to Outdoor Pursuits	4
OLED 250	Group Development and Dynamics	3
OLED 290	Technical Skills Intensive – Topics*	6
OLED 300	Risk Management and Legal Issues in Outdoor Leadership and Education	3
OLED 340	Nature Interpretation	3
or		
ES 340	Environmental Education	4
OLED 350	Advanced Facilitation and Processing	3
OLED 360	Ethical Issues in Outdoor Leadership and Education	3

OLED	375	Adventure Theory and Programming	3
OLED	400	Management of Outdoor Education Programs	3
OLED	440	Senior Seminar	3
OLED	475	Internship	6-12
		Total	43-50

**Must complete two different Technical Skills Intensive Topics (3 credits each).*

All major courses must be completed with a grade of "C-" or better.

Recommended Electives

BA	360	Introduction to Marketing	3
BA	424	Governmental and Non-Profit Accounting	3
ENG	315	Nature Writing in America	3
EXSC	280	Care and Treatment of Athletic Injuries	3
KIN	191	First Aid and CPR	1
MCOM	150	Principles of Public Speaking (Domain I)	3
MCOM	205	Introduction to Public Relations	3
PSY	355	Social Psychology	3

Courses Required for the Outdoor Leadership and Education Minor

The Outdoor Leadership and Education (OLED) minor will provide students with a foundation in the skills, abilities and knowledge required for individuals wishing to include and incorporate outdoor education and adventure programming to support the regular scope of professional work. The minor will provide students with a unique mix of models that are grounded in the foundation of experiential learning, which includes outdoor education, adventure education, outdoor recreation and environmental education concepts. Students will be afforded with an opportunity to examine and explore pedagogy, philosophical theory and technical skill development, which are cultivated through experiential and authentic learning opportunities in leadership, group development and field/service-based experiences.

Additional Program Requirement for Graduation with Minor

Wilderness First Aid (WFA) is a nationally recognized standard in wilderness medicine education. WFA certification courses are designed to train individuals to respond to emergency situations that may be encountered in remote settings, such as backcountry and wilderness. WFA training courses focus on teaching the student to care for and treat a person who becomes ill or injured in locations without access to definitive medical care. Classroom lectures and demonstrations are combined with realistic scenarios to provide the student with an opportunity to integrate and apply learning. Students will be encouraged to complete an approved WFA course through SOLO, WMI or WMA at their earliest discretion, and will be required to hold current WFA certification at the time of graduation. In some instances, students may apply for transfer credit.

Course		Title	Credit Hours
OLED	101	Foundations of OLED	3
OLED	225	Introduction to Outdoor Pursuits	4
OLED	250	Group Development and Dynamics	3
OLED	300	Risk Management and Legal Issues in OLED	3
OLED	360	Ethical Issues in Outdoor Leadership and Education	3
OLED	375	Adventure Theory and Programming	3
		Total	19

Outdoor Leadership and Education

1st year – Fall

OLED	101	Foundations of Outdoor Leadership & Education	3
OLED	225	Introduction to Outdoor Pursuits	4
ENG	101	Composition (Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16

1st year – Spring

OLED	250	Group Development and Dynamics	3
ENG	102	Introduction to Literature (Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
		Quantitative Literacy Gen Ed (Domain 3)	3
ES	101	Introduction to Environmental Studies (Domain 4)	3
	or		
ES	105	Field Natural History (Domain 4)	4
		Total	15-16

2nd year – Fall

OLED	290	Technical Skills Intensive (need two)	3
		Oral Communication Gen Ed Elective (Domain 1)	3
		The Individual in Society Gen Ed (Domain 6)	3
		Gen Ed Elective	3
		Elective for Minor	3
		Total	12-15

2nd year – Spring

OLED	290	Technical Skills Intensive (need two)	3
OLED	300	Risk Management and Legal Issues in OLED	3
		Elective for Minor	3
		Elective for Minor	3
		Gen Ed Elective	3
		Total	12-15

3rd year – Fall

OLED	290	Technical Skills Intensive (If needed)	3
OLED	360	Ethical Issues in OLED (Domain 5)	3
OLED	340	Nature Interpretation	3
	or		
ES	340	Environmental Education	4
		Elective for Minor	3
		Elective for Minor/Gen Ed Elective	3
		Total	12-16

3rd year – Spring

OLED	290	Technical Skills Intensive (If needed)	3
OLED	350	Advanced Facilitation and Processing	3
OLED	375	Adventure Theory and Programming	3
ES	340	Environmental Education (If needed; not both)	4
	or		
OLED	340	Nature Interpretation	3
		Elective for Minor	3
		Total	12-16

4th year – Fall

OLED	400	Management of Outdoor Adventure Programs	3
OLED	440	Senior Seminar	3
		Gen Ed Elective	3
		Gen Ed Elective/Elective for Minor	3
		Gen Ed Elective/Elective for Minor	3
		Total	15

4th year – Spring

OLED	475	Internship	6-12
		Gen Ed Elective	3
		Gen Ed Elective/Elective for Minor	3
		Gen Ed Elective/Elective for Minor	3
		Total	12-18

Physics (Minor)

Darren Bly, Assistant Professor of Physics
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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	4
MATH	202	Calculus and Analytic Geometry II	4
PHYS	121	General Physics I	4
	or		
PHYS	111	College Physics I	4
PHYS	122	General Physics II	
	or		
PHYS	112	College Physics II	3
PHYS	221	Modern Physics	
PHYS	331	Mathematical Methods in the Physical Sciences	3
	or		
PHYS	201	Introduction to Microcomputers	4
	Total		22-23

Political Science (B.S.)

Eric Leonard, Professor of Political Science

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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 405	Senior Capstone	3
	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 295	Topics in Political Science	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 401	Research Studies in Political Science	3
PSCI 402	Internship in Political Science	3
PSCI 403	Global Governance and International Organizations	3
PSCI 404	Global Human Rights	3
PSCI 495	Topics in Political Science	3
ES 319	Environmental Policy and Programs	3

MATH	207	Introduction to Statistics	3
MCOM	351	Politics and the Media	3
SOC	350	Research Methods for the Social Sciences	3
		Total elective hours required	21
		Total hours required for the major	39

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

Political Science

1st year – Fall

FYS	101	Going Global: First-Year Seminar (Domain 7)	3
ENG	101	Composition (Domain 1)	3
		Foreign Language (Arts & Sciences requirement)	3
MCOM	150	Principles of Public Speaking (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 (Domain 2)	3
		The Individual in Society Gen Ed (Domain 6)	3
	or		
PSCI	201	American Government	3
MATH	207	Introduction to Statistics (Domain 3)	3
PSCI	102	Introduction to Public Administration	3
		Total	15

2nd year – Fall

		Foreign Language (Arts & Sciences requirement)	3
		The Nature of Science Gen Ed (Domain 4)	3-4
		Moral Reasoning Gen Ed (Domain 5)	3
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

Psychology (B.S.)

Wendy Carlson, Associate Professor of Psychology

Halpin-Harrison Hall, Room 120, (540) 542-6256, wcarlson@su.edu

The major in Psychology is designed to give the student a fundamental knowledge of psychological principles, theories and research. In addition, the psychology department prepares students to apply psychological principles to personal, social and organizational issues. Students majoring in psychology will be prepared to enter a career in human services or continue study at the graduate level.

Courses Required for the Psychology Major

Course	Title		Credit Hours
PSY 101	General Psychology		3
MATH 207	Introduction to Statistics		3
or			
PSY 207	Quantitative Analyses in Psychology		3
PSY 208	Research Methods in Psychology I		3
PSY 308	Research Methods in Psychology II		3
One of the following:			3
PSY 310	Abnormal Psychology		
PSY 330	Behavior Modification		
PSY 360	Biopsychology		
PSY 411	Foundations of Counseling and Counseling Theories		
PSY 412	Clinical Helping Skills		
Two of the following:			6
PSY 312	Theories of Personality		
PSY 323	Children and the Media		
PSY 325	Psychology in the Classroom		
PSY 355	Social Psychology		
PSY 425	Psychology, Gender and Culture		
PSY 465	Cross-Cultural Psychology		
Two of the following:			3
PSY 220	Child Development		
PSY 322	Adolescent Development		
PSY 324	Adult Years and the Aging Process		
PSY 423	Social and Personality Development		
PSY 428	Children's Thinking		
Psychology Electives (4 courses)			12
[Electives can include unused choices from above categories, or any psychology class at or above the 300 level]			
PSY 391	Topics in Psychology		
PSY 401	Psychology Practicum		
PSY 405	Independent Research		
PSY 413	History and Systems in Psychology		
Total			39

Courses Required for the Psychology Minor

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

Psychology

1st year – Fall

PSY 101	General Psychology (Domain 6)	3
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1st year – Spring

MATH 207	Introduction to Statistics (Domain 3)	3
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2nd year – Fall

PSY 208	Research Methods in Psychology I	
PSY	Sub-domain or elective	
PSY	Sub-domain or elective	

2nd year – Spring

PSY	Sub-domain or elective	
PSY	Sub-domain or elective	

3rd year – Fall

PSY	Sub-domain or elective	
PSY	Sub-domain or elective	

3rd year – Spring

PSY	Sub-domain or elective	3
PSY 308	Research Methods in Psychology	3

4th year – Fall

PSY	Sub-domain or elective	3
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4th year – Spring

PSY	Sub-domain or elective	3
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Bachelor of Science in Psychology (B.S.)

(Guaranteed Admission in Occupational Therapy specialization)

Krista Zimmermann, Professor of Psychology

Halpin-Harrison Hall, Room 118, (540) 665-4339, lzimmerm@su.edu

The B.S. in Psychology (guaranteed admission in Occupational Therapy specialization) is an accelerated program designed to provide students pre-admitted to the occupational therapy program with a concentration of coursework that emphasizes the development, biological, and applied dimensions of psychology. Students gaining early admission to the Occupational Therapy Master's Program as incoming freshmen may earn their Bachelor of Science degree in Psychology by completing a total of 90 undergraduate credit hours including all university general education and College of Arts & Sciences requirements as well as the Occupational Therapy prerequisites, 36 hours of designated psychology courses, and one full year (30 credit hours) in the Occupational Therapy Master's Program. To remain in this program students must maintain a 3.2 GPA and complete a total of 40 observation hours with a licensed occupational therapist before application to the Occupational Therapy Master's Program in their junior year.

Psychology – OT Guaranteed Admission

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	208	Research Methods in Psychology I	3
PSY	308	Research Methods in Psychology II	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
		Psychology elective at or above the 300 level	3
		Choose one class from the following:	3
PSY	312	Theories of Personality	
PSY	323	Children and the Media	
PSY	355	Social Psychology	
PSY	425	Psychology, Gender and Culture	
		Total	67
		Outstanding general education/core requirements and electives	23
		Occupation Therapy hours	30
		Total	120

Psychology – OT Guaranteed Admission**1st year – Fall**

PSY	101	General Psychology (Domain 6)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (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 (Domain 3)	3
		Artistic Expression Gen Ed (Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
BIO	122	General Biology II	4
		Total	16

2nd year – Fall

PSY		Requirement or Elective	3
BIO	395	Topics in Biology: Medical Terminology	3
BIO	231	Human Anatomy and Physiology I (Domain 4)	4
SOC	101	Introduction to Sociology (Domain 6)	3
		Moral Reasoning Gen Ed (Domain 5)	3
		Total	16

2nd year – Spring

PSY	360	Biopsychology	
	or		
PSY		Elective	3
PSY		Requirement or Elective	3
PSY		Requirement or Elective	3
BIO	232	Human Anatomy and Physiology II (Domain 4)	4
SOC		Elective (200 level or above)	3
		Total	16

3rd year – Fall

PSY	208	Research Methods in Psychology I	3
PSY		Requirement or Elective	3
PSY		Requirement or Elective	3
		Gen Ed Domain	3
		Gen Ed Domain/Elective	3
		Total	15

3rd year – Spring

PSY	360	Biopsychology	3
	or		
PSY		Elective	3
PSY	308	Research Methods in Psychology II	3
		Elective	3
		Elective	3
		Elective	3
		Total	15

Public Health (B.S.)

Audra Gollenberg, Assistant Professor of Public Health
Henkel Hall, Room 229, (540) 665-4798, agollenb@su.edu

The Public Health major prepares students to be able to identify the causes of disease and the principles and practices of health promotion, disease/injury prevention and protection, to understand national/international public health issues from historical, social, cultural, as well as a scientific perspective, and to integrate knowledge and methods into the practice of public health.

Courses required for the Public Health Major

Course	Title	Credit Hours
PH 101	Introduction to Public Health	3
PH 202	Global Health	3
BIO 121	General Biology I	4
BIO 231	Human Anatomy and Physiology I	4
MATH 207	Introduction to Statistics	3
PH 301	Epidemiology	3
WR 302	Writing for the Health Professions	3
PH 499	Program Implementation in Public Health	3
	Subtotal	26

Electives: Choose 4 of the following; 3 must be at the 300-400 level.

PHIL 130	Introduction to Medical Ethics	3
ES 101	Introduction to Environmental Studies	3
BIO/HIST 365	Diseases in History	3
PH 395	Topics in Public Health	3
SOC 332	Medical Sociology	3
SOC 350	Research Methods in Social Sciences	3
MCOM 310	Mass Media Theory and Research	3
PSY 208	Research Methods in Psychology I	3
PSY 360	Biopsychology	3
PH 490	Internship in Public Health	3
PH 495	Topics in Public Health	3
BA 337	Introduction to Health Care Management	3
BA 470	Current Issues in Healthcare Management	3
	Subtotal	12
	Total	38

Courses Required for the Public Health Minor

Course	Title	Credit Hours
PH 101	Introduction to Public Health	3
PH 202	Global Health	3
PH 301	Epidemiology	3
MATH 207	Introduction to Statistics	3

Choose 2 of the following:

BIO/HIST 365	Diseases in History	3
KIN 252	Personal and Community Health	3
PH 395	Topics in Public Health	3
PH 490	Internship in Public Health	3

PHIL	130	Introduction to Medical Ethics	3
PSY	360	Biopsychology	3
SOC	332	Medical Sociology	3
Or other three credit approved course by the Program Director			
Total			18

Public Health

1st year

BIO	121	General Biology I (Domain 4)	
FYS	101	Going Global: First-Year Seminar (Domain 7)	
PH	101	Introduction to Public Health	
Gen Ed courses			
Foreign Language (Arts & Sciences requirement)			

2nd year

MATH	207	Introduction to Statistics	
BIO	231	Human Anatomy and Physiology I	
PH	202	Global Health	
PH		Elective	
Gen Ed Courses			
Foreign Language			

3rd year

PH	301	Epidemiology	
WR	302	Writing in the Health Professions	
PH		Elective	
PH		Elective	
Minor electives			
300/400 level electives			

4th year

PH	499	Program Implementation in Public Health	3
PH		Elective	
Minor electives			
300/400 level electives			

Religion (B.A.)

Barry Penn-Hollar, Professor of Religion and Philosophy
Goodson Chapel, Room 9, (540) 665-5467, bpennhol@su.edu

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
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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 REL 421, the project may involve a practical problem or issue related to the context in which students fulfill requirements for REL 421 Practicum in Ministry I.

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.

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

1st year – Spring

		The Nature of Science Gen Ed (Domain 4)	3-4
		Artistic Expression Gen Ed (Domain 2)	3
		Foreign Language (Arts & Sciences requirement)	3
REL		Elective (100 or 200 level course)	3
		or	
REL	211	Introduction to the New Testament	
		Elective	3
		Total	15-16

2nd year – Fall

REL	202	World Religions	3
		or	
PHIL	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	

JustFaith – Christian Leadership Certificate Program

Barry Penn-Hollar, Professor of Religion and Philosophy
 Goodson Chapel, Room 9, (540) 665-5467, bpennhol@su.edu

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.

Sociology (B.S.)

Kim Fendley, Associate Professor of Sociology

Gregory Hall, Room 209, (540) 665-5553, kfendley@su.edu

The Sociology major provides insight into social factors and forces in society. Students majoring in Sociology will be prepared for careers in the social service, business and government sectors or to continue their studies at the graduate level.

Courses Required for the Sociology Major

Course	Title		Credit Hours
MATH 207	Introduction to Statistics		3
SOC 101	Introduction to Sociology		3
SOC 310	Community Service		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			34

Courses Required for the Sociology Minor

Course	Title		Credit Hours
SOC 101	Introduction to Sociology		3
SOC 312	Social Class and Inequality		3
SOC 360	Social Theory		3
Three of the following (only one at the 200 level):			9
SOC 210	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 (Domain 6)	3
MATH	207	Introduction to Statistics (Domain 3)	3
		Foreign Language (Arts & Sciences requirement)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (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
		Artistic Expression Gen Ed (Domain 2)	3
		The Nature of Science Gen Ed (Domain 4)	3-4
		Total	15-16

2nd year – Fall

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

2nd year – Spring

SOC	350	Research Methods	3
		Gen Ed Elective	3
		Gen Ed Elective	3
		Elective for minor	3
		Elective for minor	3
		Total	15

3rd year – Fall

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, Associate Professor of World Languages and Cultures
Henkel Hall, Room 217, (540) 542-6202, bpearceg@su.edu

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 300	Advanced Grammar	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
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 coursework, qualifying examination and/or study at Shenandoah.

Courses Required for the Spanish Minor

The minor in Spanish is for students preparing to integrate language skills and Hispanic studies into their chosen careers. The program includes courses designed to help students develop their skills in speaking, listening comprehension, reading and writing. Students will gain an understanding of Hispanic culture in Spain and Latin America, as well as in the United States. A distinguishing feature of the program is the requirement that all majors do internships working among Hispanics in the Winchester-Frederick County community.

Course		Title	Credit Hours
SPAN	301	Spanish Conversation	
	or		
SPAN	411	Advanced Oral Spanish	3
SPAN	302	Spanish Composition	
	or		
SPAN	412	Advanced Written Spanish	3
		Three electives from other courses at the SPAN 300/400 level	9
		Internships* (SPAN 391, 392 or 393)	4
		Total	19

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

Spanish Specialization in Interpreting (Certificate)

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

1st year – Spring

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

2nd year – Fall

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

2nd year – Spring

SPAN	302	Spanish Composition	3
SPAN	312	Latin American Civilization and Culture	3
SPAN	391	Internship in Spanish	1
		Oral Communication Gen Ed (Domain I)	3
		Elective	3
		Elective	3
		Total	16

3rd year – Fall

SPAN		Elective	3
SPAN		Elective	3
SPAN	391	Internship in Spanish	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

University Interdisciplinary Studies (B.A.)

Calvin Allen, Dean, College of Arts & Sciences

Gregory Hall, Room 157, (540) 665-4587, callen@su.edu

The University Interdisciplinary Studies program provides a framework within which interdisciplinary or multidisciplinary study can be undertaken at Shenandoah University. The Bachelor of Arts degree allows students with unique or non-traditional education goals to undertake an individually designed major.

The Bachelor of Arts in University Interdisciplinary Studies requires a proposed degree plan that describes the student's academic and professional goals and lists the course of study to be taken to fulfill those goals. This proposal must be reviewed and approved by a faculty committee representing at least two disciplines from any participating undergraduate programs and a representative appointed by the vice president for academic affairs.

Course Requirements for the University Interdisciplinary Studies Major

The course of study will incorporate 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 university general education hours may be counted toward this requirement.
2. Core requirements of each of the academic units included. This shall include:
 - a. Foreign language requirement in the College of Arts & Sciences.
 - b. Courses specified for either the minor in Business or the minor in Entrepreneurship in the Harry F. Byrd, Jr. School of Business.
 - c. Conservatory students will create an academic plan in the discipline area of Music, Theatre, Dance, Arts Management or Music Production and Recording Technology. The proposal must be reviewed and approved by the appropriate discipline area faculty and the associate dean for undergraduate studies.
 - d. This program does not include the School of Nursing or Division of Respiratory Care.
3. A 3-credit senior research study, creative project or essay that reflects the integration of disciplines and experiences in the student's self-designed degree plan.
4. A senior comprehensive examination that integrates the disciplines of specialization. (No credit)

The faculty committee evaluates the senior project and designs and administers the senior comprehensive exam.

University Studies (B.S.) Teacher Education Programs

Office of Professional Licensure

Mary E. Bowser, Director

Henkel Hall, Room 204, (540) 665-4590, mbowser@su.edu

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 Core Academic Skills for Educators (Core) 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 Reading for Virginia Educators (RVE) Test before student teaching.

The university's Academic Enrichment Center assists students with preparation for PRAXIS Core 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 Core scores – passing by Virginia Standards or substitute appropriate SAT or ACT score or VCLA plus PRAXIS Core mathematics test. See Admissions section of this catalog for specific score requirement.

Score reports must be sent to Shenandoah University's Office of Admissions. Students must receive satisfactory ratings on the checklists in order to be approved by the Teacher Education Faculty Advisory Board prior to admission into the education program and prior to student teaching. A minimum grade point average of 2.9 in the academic major is required. Prior to student teaching, all students must successfully complete Praxis II in their subject areas, VCLA, and elementary (PK-6) education students must also pass the Reading for Virginia Educators (RVE) Test. 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, khuff@su.edu

The University Studies program provides a strong liberal arts background within interdisciplinary or multidisciplinary and pre-professional study for students.

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

Bachelor of Science in University Studies Degree Elementary Education Track (PK-6)

Course	Title		Credit Hours
ENG	101	Composition	3
ENG	102	Introduction to Literature	3
ENG	210	Modern Grammar	3
ENG		Literature elective (at or above the 300 level)	3
MCOM	150	Principles of Public Speaking	3
MATH	101	Precalculus I	3
MATH	102	Precalculus II	3
MATH	207	Introduction to Statistics	3
MTH	335	Mathematics for Elementary and Middle School I	3
MTH	336	Mathematics for Elementary and Middle School II	3
HIST	101	World Civilizations I	3
	or		
HIST	102	World Civilizations II	3
HIST	103	United States History I	3
HIST	104	United States History II	3
HIST	350	Virginia History	3
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 Core 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 and RVE requirements 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
ENG	Literature Elective	3
MCOM	150 Principles of Public Speaking	3
MATH	101 Precalculus I	3
MATH	102 Precalculus II	3
MATH	207 Introduction to Statistics	3
MTH	335 Mathematics for Elementary and Middle School Teachers I	3
MTH	336 Mathematics for Elementary and Middle School Teachers II	3
HIST	101 World Civilizations I	3
HIST	102 World Civilizations II	3
HIST	103 United States History I	3
HIST	104 United States History II	3
HIST	350 Virginia History	3
HIST	371 Modern European History	3
	or	
HIST	381 British History	
HIST	391 Asian History	3
	or	
HIST	395 Topics in History (Non-Western)	
PHYS	105 Physical Universe	4
CHEM	105 Chemistry and Society	4
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 Core 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 and RVE requirements 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, khuff@su.edu

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, RVE and VCLA requirements 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, RVE and VCLA requirements 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, mbowser@su.edu

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 certificate 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)

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, Director of General Education

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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	322/		
MCOM	322	History of Gender in Advertising	3
WST	400	Special Topics in Women's Studies	3
WST	410	Supervised Individualized Study	3
WST	420	Women and the Holocaust	3
		Total	18

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Calvin H. Allen, Dean, College of Arts & Sciences
Gregory Hall, Room 157, (540) 665-4587

Statement of Purpose

The School of Education & Human Development at Shenandoah University prepares exemplary professionals in education and human development within a student-centered, inquiry-driven environment that places high value on the diverse cultures, experiences and perspectives that are the strengths of the university. Its mission is to educate current and aspiring professionals for success in their chosen vocations; integrate theory, research and practice; promote academic rigor; and nurture reflection, a caring approach to the professions, and collaboration across and within the communities served by the university.

Through commitment to quality academic programs and institutes, extensive opportunities for continued personal and professional growth through all stages of life and community and global outreach, promotes an educational system that is responsive to the challenges of a modern, ever-changing society that seeks to instill and sustain a passion for lifelong service and scholarship.

Attendance Policy

Syllabi for all courses in the School of Education & Human Development will contain the attendance policy (or appropriate policy governing participation, as in distance learning courses). Active and informed participation is necessary for effective learning. The instructor's policy in this regard, in a given course, will reflect good practice as it relates to the content and the delivery system. Penalties for violations of this policy will be specified in the syllabus.

Degrees and Certificates

Please refer to the College of Arts & Sciences section under University Studies for degree and certificate description and requirements.

Undergraduate Degrees:

Bachelor of Science in University Studies Elementary Education Track (PK-6)

Bachelor of Science in University Studies Elementary and Middle School Education Track (PK-6, 6-8)

Undergraduate Certificates:

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

Professional Studies Certificate Program in Elementary/Middle School Education (PK-6)(6-8)

Professional Studies Certificate Program in Secondary Teacher Education (6-12)(K-12)

Professional Studies Certificate Program in Health and Physical Education (PK-12)

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

Miles K. Davis, Dean
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R.T. Good, Associate Dean
Halpin-Harrison Hall, Room 157
(540) 665-1290, rgood@su.edu

Brian Wigley, BBA Program Director
Halpin-Harrison Hall, Room 137
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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 technologies, 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. [Comprehension]
 - c. To be able to apply ethical foundations to the role of business professionals with respect to governance issues and social responsibility. [Application] [Analysis] [Synthesis]
3. Leaders: to be able to demonstrate leadership qualities.
 - a. To recognize and comprehend common leadership models. [Knowledge] [Comprehension]
 - b. To recognize how leadership skills are developed. [Comprehension]
 - c. To be able to create an action plan for developing leadership skills. [Application] [Analysis] [Synthesis]
4. Global Perspective: to be able to function effectively in a global business environment.
 - a. To be able to identify and describe the elements that distinguish global business from domestic business. [Knowledge]
 - b. To be able to analyze the opportunities and challenges associated with global business expansion. [Understanding]
 - c. To be able to demonstrate the ability to adjust business goals to global changes [Application]

Bachelor of Business Administration (BBA) Degree Program

The undergraduate degree program in Business Administration is called the BBA. The BBA offers five majors: General Business Administration, Economics and Finance, Entrepreneurship, Healthcare Management and Sport Management.

Four elements compose the 120 credit hour degree program:

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

Requirements for the General Business Administration Major
General Education Requirement (30 hours)

Students must conform to the general education requirements of the university that specify coursework over seven domains of knowledge. The following general education courses will be taken by all business students and will fulfill 18 of the required 30 hours of coursework. Students should work closely with their mentor to ensure they complete the general education requirements in a timely fashion.

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

Non-Business Elective Courses (24 hours)

Course	Title	Credit Hours
A course in either Sociology or Psychology		3
Other courses (not BA, EC, IST, or SM)		21

Business Core Courses (42 hours)

Course	Title	Credit Hours
IST 204	Computer Applications in Business Analysis	3
BA 211	Principles of Accounting I	3
BA 212	Principles of Accounting II	3
BA 302	Quantitative Methods	3
BA 303	Legal Environment of Business	3
BA 307	Introduction to Management and Organizational Behavior	3
BA 310	Introduction to MIS and E-Commerce	3
BA 330	Introduction to Finance	3
MCOM 350	Business and Professional Communication	3
BA 360	Introduction to Marketing	3
BA 395	Introduction to Operations and Supply Chain Management	3
EC 450	International Economics	3
BA 453	Human Resource Management and Business Ethics	3
BA 490	Business Policy and Strategy	3

BBA Supporting Electives (24 hours)

The BBA Supporting Electives consist of Business Administration (BA), Economics (EC) and/or Information Systems & Technologies (IST) courses out of which:

- Minimum 18 credit hours are at the 300 or 400 level.
- No more than 6 credit hours are at the 100- and 200-level in total.
- At least one course is from the following restricted elective courses that satisfy the experiential learning requirement:

Course		Title	Credit Hours
EC	340	Moral Foundations of Free Enterprise	4
BA	394	Students in Free Enterprise	3
BA	420	Investment and Portfolio Management	3
BA	493	Advanced Management Theory and Practice	3
BA	498	Business Internship	3
BA	456	Seminar in International Business	3

Alternatively, the experiential learning requirement can be met through participation in experiential learning activities approved in advance by the dean or the program director.

A BBA student in the General Business Administration Major can choose BBA supporting electives to concentrate in one or more of several business disciplines, subject to the availability of elective courses in those disciplines, or design an individualized program of study.

BBA Supporting Electives for the Accounting Concentration

The Accounting concentration provides a framework for careers as public or management accountants. This concentration meets all of the educational requirements of the Commonwealth of Virginia to take the CPA exam. Educational requirements differ in other jurisdictions. Students desiring certification should consult with their academic advisor.

Course		Title	Credit Hours
BA	311	Intermediate Accounting I	3
BA	312	Intermediate Accounting I	3
BA	315	Cost Accounting	3
BA	411	Accounting for Decision Making and Control	3
BA	412	Advanced Accounting	3
BA	414	Income Tax I	3
BA	415	Income Tax II	3
BA	418	Auditing	3
Total			24

In addition to the BBA supporting electives, students who choose a concentration in Accounting, also have to take one non-business elective or General Education course that satisfies the BSB Experiential Learning requirement. EC 340 Moral Foundations of Free Enterprise meets the experiential learning requirement and satisfies General Education Domain 5 Moral Reasoning.

BBA Supporting Electives for the Management Concentration

The Management curriculum develops student awareness of management functions, theory and skills within local and global environments. Students learn to use both quantitative and behavioral methods to achieve organizational goals through effective utilization of human and material resources. Individual courses engage the students in problem solving through case analysis, simulation and experiential methods to foster an appreciation of different management approaches in a variety of systems.

Course	Title		Credit Hours
Required Management Courses (9 credit hours):			
BA	422	Contemporary Issues in Management	3
BA	429	Leadership and Cultural Change	3
BA	493	Advanced Management Theory and Practice	3
Management Course Electives (9 credits with minimum 3 credits to satisfy the experiential learning requirement from choices marked with *):			
BA	393	Small Business Management	3
BA	394	Students in Free Enterprise (SIFE) Seminar*	3
BA	431	Project Management	3
BA	442	Purchasing and Supply Management	3
BA	446	Logistics and Distribution Management	3
BA	454	Innovation and Design Thinking	3
BA	455	International Business	3
BA	456	Seminar in International Business (GEL)*	3
BA	498	Business Internship (with Management placement)*	3

BBA Supporting Electives for the Marketing Concentration

The Marketing curriculum is aligned with contemporary marketing trends, industrial needs and marketing management skills practiced today. The purpose of a course in this area is to educate the student in terminology and concepts of the highly sophisticated areas of marketing management. The school strives to provide an opportunity for students to participate in actual marketing problems as they are confronted by various types of organizations.

Course		Title	Credit Hours
Minimum 9 credit hours from the following:			
BA	361	Marketing Research and Development	3
BA	362	Marketing Communications	3
BA	363	Consumer Behavior	3
BA	460	Marketing and Brand Strategy	3
BA	464	International Marketing	3

BBA Supporting Electives for the Information Systems and Technologies Concentration

The Information Systems and Technologies curriculum develops student awareness of the role of information systems and technologies within the business enterprise. Students learn how to use information systems technology to achieve organizational goals through effective utilization of computer technology and resources. Individual courses engage the student in both practical and theoretical application of information systems technology to problem solving and systems development.

Course	Title		Credit Hours
Minimum 9 credit hours of the following:			
IST 307	Object Oriented Programming		3
IST 321	Emerging Technologies		3
IST 354	Business Intelligence, Knowledge Management and Decision Systems		3
IST 410	Database Systems		3
IST 411	Data Communications and Networking		3
IST 458	Social Media and Multimedia Applications for Business		3

BBA Supporting Electives for the International Business Concentration

The International Business concentration allows the student to develop those managerial skills that will be necessary to function within the global business environment. The curriculum deals specifically with functional business areas as they relate to managing a global or multinational business enterprise.

Course	Title		Credit Hours
Minimum 9 credit hours from the following:			
BA 455	International Business		3
BA 457	Seminar in International Business		3
BA 464	International Marketing		3
BA 473	International Financial Management		3
Foreign language courses at the 200-level and higher (up to 6 hours)			

The Individualized Program of Study (iBBA)

Brian Wigley, BBA Program Director and Associate Professor of Sport Management
Halpin-Harrison Hall, Room 209, (540) 665-5463, bwigley@su.edu

In an *individualized* program of study in business administration, students do not select a pre-determined concentration, but rather are able to choose a series of courses corresponding to individual interests, goals, and career aspirations. This individualized program may consist of up to 24 semester hours, providing the student the flexibility needed to pursue career and life goals.

The individualized nature of the program provides the student with a faculty mentor. The mentor will be available to advise and counsel the student on an appropriate program of study to meet individual career aspirations within the multi-faceted business environment. With the guidance of a faculty mentor, students will choose electives supporting an individualized BBA program consisting of a minimum of 18 hours of iBBA Supporting Electives that must be taken in the business school at the 300/400 level in Business Administration (BA), Economics (EC) and/or Information Systems & Technologies (IST). By advance permission of the dean, a BBA student may substitute an alternative coherent program of study that includes no fewer than 12 credit hours at the 300- and 400-level and no more than 6 credit hours at the 100- and 200-level in total.

Suggested Course Schedule for the General Business Administration Major

Course		Title	Credit Hours
Fall Semester – Freshman			
IST	204	Computer Applications in Business Analysis	3
MATH	101	Precalculus I (Domain 3)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		BBA Elective ¹	3
		Total	15
Spring Semester – Freshman			
MCOM	150	Principles of Public Speaking (Domain 1)	3
ENG	102	Introduction to Literature (Domain 2) ²	3
		The Nature of Science Gen Ed (Domain 4)	3-4
		Moral Reasoning Gen Ed (Domain 5)	3
		BBA Elective ¹	3
		Total	15-16
Fall Semester – Sophomore			
BA	211	Principles of Accounting I	3
BA	203	Statistics and Data Analysis for Business (Domain 3)	3
EC	212	Principles of Microeconomics (Domain 6)	3
		Psychology or Sociology	3
		Non-Business Elective	3
		Total	15

Spring Semester – Sophomore

BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
EC	211	Principles of Macroeconomics (Domain 6)	3
		Non-Business Elective	3
		Non-Business Elective	3
		Total	15

Fall Semester – Junior

BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	360	Introduction to Marketing	3
		BBA Elective	3
		Non-Business Elective	3
		Total	15

Spring Semester – Junior

BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
BA	395	Introduction to Operations and Supply Chain Management	3
MCOM	350	Business and Professional Communication	3
		Non-Business Elective	3
		Total	15

Fall Semester – Senior

BA	453	Human Resource Management and Business Ethics	3
EC	450	International Economics	3
		BBA Elective	3
		BBA Elective	3
		Non-Business Elective	3
		Total	15

Spring Semester – Senior

BA	490	Business Policy and Strategy	3
		BBA Elective	3
		BBA Elective	3
		BBA Elective	3
		Non-Business Elective	3
		Total	15

Explanation of Notes:

¹BA 103 and BA 112 are suggested BBA elective courses for freshmen. A student should instead take other (higher level) BBA electives in his/her junior or senior year: BA 103 will not count as a BBA elective for students in their 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.

³Students interested in pursuing the Accounting concentration must take EC 340 Moral Foundations of Free Enterprise in fulfillment of General Education Domain 5 - Moral Reasoning.

Requirements for the Economics and Finance Major

Clifford Thies, Eldon R. Lindsay Professor of Economics and Finance

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The Economics and Finance major prepares students for careers in general business and government (especially in the financial services industry and in financial management) and for advanced studies in economics and finance. The program is designed to cover much of the content of the examinations required for certification as a Chartered Financial Analyst (CFA). Students interested in certification as a CFA should consider BA 426 and 473. Students interested in behavioral foundations should consider PSY 101, 312, 316, 330 and 355 and SOC 101. Students interested in the use of information technology in support of analysis and decision-making should consider IST 307, 354 and 410. Students interested in public policy should consider PSCI 101, 102, 209, 301 and 302. And, students who are interested in graduate work in economics and finance should consider MATH 201 and 202.

General Education Requirement (30 hours)

Students must conform to the general education requirements of the university that specify course work over seven domains of knowledge. The following general education courses will be taken by all business students and will fulfill 18 of the required 30 hours of course work. Students should work closely with their mentor to ensure they complete the general education requirements in a timely fashion.

Course		Title	Credit Hours
ENG	101	Composition (Domain 1)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Unspecified Artistic Expression (Domain 2) (ENG 102 Introduction to Literature suggested)	3
MATH	101	Pre-calculus (Domain 3)	3
BA	203	Statistics and Data Analysis (Domain 3)	3
		Unspecified The Nature of Science (Domain 4)	3
EC	340	Moral Foundations of Free Enterprise (Domain 5)	3
EC	211	Principles of Macroeconomics (Domain 6)	3
EC	212	Principles of Microeconomics (Domain 6)	3
FYS	101	Going Global First-year Seminar (Domain 7)	3

Non-Business Elective Courses (24 hours)

Course	Title	Credit Hours
A course in either Sociology or Psychology		3
Other courses (not BA, EC, IST, or SM)		21

Business Core Courses (42 hours)

Course		Title	Credit Hours
IST	204	Computer Applications in Business Analysis	3
BA	211	Principles of Accounting I	3
BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
MCOM	350	Business and Professional Communication	3

BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
EC	450	International Economics	3
BA	453	Human Resource Management and Business Ethics	3
BA	490	Business Policy and Strategy	3

Economics and Finance Required Courses and Business Electives (24 hours)

Course		Title	Credit Hours
EC	311	Intermediate Economics I	3
EC	312	Intermediate Economics II	3
EC	350	Money and Banking	3
BA	404	Business Finance	3
BA	420	Investment and Portfolio Management	3
		Other 300/400-level Economics and Finance course or Internship	3
		Other BA, EC, IST and/or SM courses	6

Suggested Course Schedule for the Economics and Finance Major

Course		Title	Credit Hours
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Fall Semester – Freshman

IST	204	Computer Applications in Business Analysis	3
MATH	101	Precalculus (Domain 3)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		BBA Elective	3
		Total	15

Spring Semester – Freshman

MCOM	150	Principles of Public Speaking (Domain 1)	3
ENG	102	Introduction to Literature (Domain 2)2	3
EC	340	Moral Foundations of Free Enterprise	3
		The Nature of Science Gen Ed (Domain 4)	3-4
		BBA Elective	3
		Total	15-16

Fall Semester – Sophomore

BA	203	Statistics and Data Analysis for Business (Domain 3)	3
BA	211	Principles of Accounting I	3
EC	211	Principles of Macroeconomics (Domain 6)	3
		Psychology or Sociology	3
		Non-Business Elective	3
		Total	15

Spring Semester – Sophomore

BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
EC	212	Principles of Microeconomics (Domain 6)	3
		Non-Business Elective	3
		Non-Business Elective	3
		Total	15

Fall Semester – Junior

BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	360	Introduction to Marketing	3
EC	311	Intermediate Economics I	3
		Non-Business Elective	3
		Total	15

Spring Semester – Junior

BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
BA	395	Introduction to Operations and Supply Chain Management	3
EC	312	Intermediate Economics II	3
MCOM	350	Business and Professional Communication	3
		Total	15

Fall Semester – Senior

BA	404	Business Finance	3
BA	453	Human Resource Management and Business Ethics	3
EC	350	Money and Banking	3
EC	450	International Economics	3
		Non-Business Elective	3
		Total	15

Spring Semester – Senior

BA	420	Investment and Portfolio Management	3
BA	490	Business Policy and Strategy	3
		EC or Finance Elective	3
		Non-Business Elective	3
		Non-Business Elective	3
		Total	15

Requirements for the Entrepreneurship Major in the BBA Degree Program

Faith Power, Interim Director of the Institute for Entrepreneurship and Visiting Assistant Professor of Management
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Entrepreneurship is what powers the economy, and the entrepreneurship major provides students with the knowledge and tools to make ideas real.

The entrepreneurship major offers a wide variety of opportunities for students to develop both fundamental and in-depth knowledge within the disciplines of management, marketing, finance, accounting, business law, information systems and technologies and organizational behavior to be effective entrepreneurs. Students will participate in comprehensive hands-on simulations and learning opportunities that will promote the development of the knowledge, skills and abilities required to launch or assume leadership roles in entrepreneurial organizations.

An Entrepreneurship major can prepare graduates for any of four types of work:

- Corporate entrepreneurship (also known as intrapreneurship), where graduates work to develop new operations or products for existing corporations;
- Independent entrepreneurship, where graduates start their own for-profit firms;
- Family business where graduates go into the family firm as new or future management; and
- Social entrepreneurship where graduates start new or develop existing not-for-profit or community service oriented firms.

General Education Requirement (30 hours)

Students must conform to the general education requirements of the university that specify course work over seven domains of knowledge. The following general education courses will be taken by all business students and will fulfill 18 of the required 30 hours of course work. Students should work closely with their mentor to ensure they complete the general education requirements in a timely fashion.

Course	Title		Credit Hours
ENG 101	Composition (Domain 1)		3
MCOM 150	Principles of Public Speaking (Domain 1)		3
MATH 101	Pre-calculus (Domain 3)		3
BA 203	Statistics and Data Analysis (Domain 3)		3
EC 211	Principles of Macroeconomics (Domain 6)		3
EC 212	Principles of Microeconomics (Domain 6)		3

Non-Business Elective Courses (24 hours)

Course	Title	Credit Hours
A course in either Sociology or Psychology		3
Other 3-credit courses (not BA, EC, IST, or SM)		21

Business Core Courses (42 hours)

Course		Title	Credit Hours
IST	204	Computer Applications in Business Analysis	3
BA	211	Principles of Accounting I	3
BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
MCOM	350	Business and Professional Communication	3
BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
EC	450	International Economics	3
BA	453	Human Resource Management and Business Ethics	3
BA	490	Business Policy and Strategy	3

BBA Supporting Electives for the Entrepreneurship Major (24 hours)

Course		Title	Credit Hours
BA	112	The Mind of the Entrepreneur	3
BA	393	Small Business Management and Entrepreneurship	3
BA	457	Entrepreneurship Law	3
BA	361	Marketing Research and Development	3
BA	404	Business Finance	3
BA	458	New Venture Creation and Launch	3
BA	454	Innovation and Design Thinking	3
BA	498	Entrepreneurship Practicum	3

Suggested Course Schedule for the Entrepreneurship Major

Course		Title	Credit Hours
Fall Semester – Freshman			
IST	204	Computer Applications in Business Analysis	3
MATH	101	Precalculus (Domain 3)	3
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
BA	112	The Mind of the Entrepreneur	3
		Total	15
Spring Semester – Freshman			
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Unspecified (Domain 2)	3
		Unspecified (Domain 4)	3
		Unspecified (Domain 5)	3
EC	211	Principles of Macroeconomics	3
		Total	15
Fall Semester – Sophomore			
BA	211	Principles of Accounting I	3
BA	203	Statistics and Data Analysis for Business (Domain 3)	3
EC	212	Principles of Microeconomics (Domain 6)	3
		Psychology or Sociology	3
		Non-Business Elective	3
		Total	15

Spring Semester – Sophomore

BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
		Non-Business Elective	3
		Non-Business Elective	3
		Non-Business Elective	3
		Total	15

Fall Semester – Junior

BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	360	Introduction to Marketing	3
MCOM	350	Business and Professional Communication	3
		Non-Business Elective	3
		Total	15

Spring Semester – Junior

BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
BA	395	Introduction to Operations and Supply Chain Management	3
BA	393	Small Business Management and Entrepreneurship	3
BA	361	Marketing Research and Development	3
		Total	15

Fall Semester – Senior

BA	453	Human Resource Management and Business Ethics	3
EC	450	International Economics	3
BA	404	Business Finance	3
BA	498	Entrepreneurship Practicum	3
		Non-Business Elective	3
		Total	15

Spring Semester – Senior

BA	490	Business Policy and Strategy	3
BA	457	Entrepreneurship Law	3
BA	458	New Venture Creation and Launch	3
BA	454	Innovation and Design Thinking	3
		Non-Business Elective	3
		Total	15

Requirements for the Healthcare Management Major

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The BBA Healthcare Management major is a distinctive, interdisciplinary program with a business focus and a strong biological component. In addition to the BBA business core and electives, the curriculum requires courses in biological sciences and other disciplines. The required biology course component of the curriculum is sufficient to earn a minor in biology. Unlike the General Business major, because of its interdisciplinary nature, a Healthcare Management major student's program of study is almost completely pre-specified.

General Education Requirement (31 hours)

Course		Title	Credit Hours
ENG	101	Composition (Domain 1)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Unspecified (Domain 2)	3
MATH	101	Pre-calculus (Domain 3)	3
BA	203	Statistics and Data Analysis (Domain 3)	3
BIO	121	General Biology I with Lab (Domain 4)	4
PHIL	130	Introduction to Medical Ethics (Domain 5)	3
EC	211	Principles of Macroeconomics (Domain 6)	3
EC	212	Principles of Microeconomics (Domain 6)	3
FYS	101	Going Global First-Year Seminar (Domain 7)	3

Non-Business Elective Courses (23 hours)

Course		Title	Credit Hours
BIO	201	Medical Terminology	3
BIO	231	Human Anatomy and Physiology I with Lab	4
BIO	232	Human Anatomy and Physiology II with Lab	4
BIO	365	Diseases in History	3
HP	291	Searching Medical Resources	1
SOC	101	Introduction to Sociology	3
SOC	332	Medical Sociology	3
		Unspecified Non-Business Elective	2

Business Core Courses (42 hours)

Course		Title	Credit Hours
IST	204	Computer Applications in Business Analysis	3
BA	211	Principles of Accounting I	3
BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
MCOM	350	Business and Professional Communication	3
BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
EC	450	International Economics	3
BA	453	Human Resource Management and Business Ethics	3
BA	490	Business Policy and Strategy	3

BBA Supporting Electives for the Healthcare Management Major (24 hours)

Course		Title	Credit Hours
BA	337	Introduction to Healthcare Management	3
BA	470	Current Issues in Healthcare Management	3
BA	471	Health Care Law	3
BA	498	Business Internship (two completions)	6
EC	471	Healthcare Economics	3
IST	471	Healthcare Information Systems	3
		Unspecified Non-Business Elective	2

Suggested Course Schedule for the Healthcare Management Major

Course		Title	Credit Hours
Fall Semester – Freshman			
ENG	101	Composition (Domain 1)	3
MATH	101	Precalculus I (Domain 3)	3
BIO	121	General Biology I (Domain 4)	4
EC	211	Principles of Macroeconomics (Domain 6)	3
FYS	101	Going Global First-Year Seminar (Domain 7)	3
		Total	16
Spring Semester – Freshman			
IST	204	Computer Applications in Business	3
EC	212	Principles of Microeconomics (Domain 6)	3
SOC	101	Introduction to Sociology	3
		Artistic Expression Gen Ed (Domain 2)	3
		Unspecified Non-Business Elective	2
		Total	14
Sophomore – Fall Semester			
PHIL	130	Introduction to Medical Ethics (Domain 5)	3
BA	203	Statistics and Data Analysis for Business (Domain 3)	3
BA	211	Principles of Accounting I	3
BIO	201	Medical Terminology	3
BIO	231	Human Anatomy and Physiology I	4
		Total	16
Sophomore – Spring Semester			
MCOM	150	Principles of Public Speaking (Domain 1)	3
BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
BA	303	Legal Environment of Business	3
BIO	232	Human Anatomy and Physiology II	4
		Total	16
Junior – Fall Semester			
BA	307	Introduction to Management and Organizational Behavior	3
BA	330	Introduction to Finance	3
BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
HP	291	Searching Medical Resources	1
		Total	13

Junior – Spring Semester

BA	310	Introduction to MIS and E-Commerce	3
BIO	365	Diseases in History	3
MCOM	350	Business and Professional Communication	3
SOC	332	Medical Sociology	3
		Unspecified Business Elective	2
		Total	15

Senior – Fall Semester

BA	337	Introduction to Healthcare Management	3
BA	498	Business Internship	3
EC	450	International Economics	3
EC	471	Healthcare Economics	3
IST	471	Healthcare Information Systems	3
		Total	15

Senior – Spring Semester

BA	453	Human Resource Management and Business Ethics	3
BA	470	Current Issues in Healthcare Management	3
BA	471	Healthcare Law	3
BA	490	Business Policy and Strategy	3
BA	498	Business Internship	3
		Total	15

Requirements for the Sport Management Major

Brian Wigley, BBA Program Director and Associate Professor of Sport Management
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The Sport Management major is designed to prepare individuals for careers in sport/athletic administration and management; including interscholastic, intercollegiate, professional sport organizations, professional and corporate fitness organizations, parks and recreation departments and non-for profit youth and sport entities. Sport management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary or service is related to sport or physical activity.

General Education Requirement (30 hours)

Course		Title	Credit Hours
ENG	101	Composition (Domain 1)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Unspecified (Domain 2)	3
MATH	101	Pre-calculus (Domain 3)	3
BA	203	Statistics and Data Analysis (Domain 3)	3
		Unspecified (Domain 4)	3
SM	341	Ethics in Sport (Domain 5)	3
EC	211	Principles of Macroeconomics (Domain 6)	3
EC	212	Principles of Microeconomics (Domain 6)	3
FYS	101	Going Global First-Year Seminar (Domain 7)	3

Non-Business Elective Courses (24 hours)

Course		Title	Credit Hours
		A course in either Sociology or Psychology	3
		Other courses (not BA, EC, IST, or SM)	21

Business Core Courses (42 hours)

Course		Title	Credit Hours
IST	204	Computer Applications in Business Analysis	3
BA	211	Principles of Accounting I	3
BA	212	Principles of Accounting II	3
BA	302	Quantitative Methods	3
BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	310	Introduction to MIS and E-Commerce	3
BA	330	Introduction to Finance	3
MCOM	350	Business and Professional Communication	3
BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
EC	450	International Economics	3
BA	453	Human Resource Management and Business Ethics	3
BA	490	Business Policy and Strategy	3

Sport Management Core Courses (25 hours)

Course	Title	Credit Hours
Required Courses (16 hours)		
SM 110	Introduction to Sport Management	3
SM 222	Contemporary Issues in Sport Management	3
SM 492	Management of Sport Organizations (capstone)	3
SM 398	Sport Management Pre-internship Seminar	3
BA 498	Business Internship	6
Optional Courses (9 hours)		
SM 312	Global Aspects of Sport	3
SM 351	Sport Governance and Policy	3
SM 332	Sport and the Media	3
SM 383	Sport Marketing, Sponsorship, and Promotion	3
SM 450	Sport Law	3
SM 473	Sport Facility Planning and Event Management	3
SM 361	Sport Consumer Behavior	3

Suggested Course Schedule for the Sport Management Major

Course	Title	Credit Hours
Fall Semester – Freshman		
SM 110	Introduction to Sport Management	3
ENG 101	Composition (Domain 1)	3
MATH 101	Pre-calculus (Domain 3)	3
EC 211	Principles of Macroeconomics (Domain 6)	3
FYS 101	Going Global: First-Year Seminar Domain 7)	3
	Total	15
Spring Semester – Freshman		
IST 204	Computer Applications in Business Analysis	3
EC 212	Principles of Microeconomics (Domain 6)	3
SM 222	Contemporary Issues in Sport Management	3
	Non-Business Elective	3
	Unspecified (Domain 4)	3
	Total	15
Fall Semester – Sophomore		
BA 203	Statistics and Data Analysis for Business (Domain 3)	3
MCOM 150	Principles of Public Speaking (Domain 1)	3
	Sociology or Psychology	
BA 211	Principles of Accounting I	3
	Non-Business Elective	3
	Total	15
Spring Semester – Sophomore		
BA 212	Principles of Accounting II	3
BA 302	Quantitative Methods	3
SM 341	Ethics in Sport (Domain 5)	3
	Unspecified (Domain 2)	3
	Non-Business Elective	3
	Total	15

Fall Semester – Junior

BA	303	Legal Environment of Business	3
BA	307	Introduction to Management and Organizational Behavior	3
BA	310	Introduction to MIS and E-Commerce	3
		Optional SM Course	3
		Optional SM Course	3
		Total	15

Spring Semester – Junior

BA	330	Introduction to Finance	3
BA	360	Introduction to Marketing	3
BA	395	Introduction to Operations and Supply Chain Management	3
MCOM	350	Business and Professional Communication	3
		Optional SM Course	3
		Total	15

Fall Semester – Senior

BA	453	Human Resource Management and Business Ethics	3
EC	450	International Economics	3
SM	398	Sport Management Pre-internship Seminar	1
		Non-Business Elective	3
		Non-Business Elective	3
		Non-Business Elective	3
		Total	16

Spring Semester – Senior

BA	490	Business Policy and Strategy	3
BA	498	Business Internship	6
SM	492	Management of Sport Organizations	3
		Non-Business Elective	3
		Total	15

Schedule of Course Offerings

Students are advised to remember that not all courses are offered on a yearly basis, nor are all courses offered every semester. Core business courses are offered on a yearly basis, but not necessarily in each semester. Business elective courses generally follow a two-year cycle. Students should work closely with their mentors to ensure they are enrolled in the proper courses in the proper sequencing so that they can proceed without difficulty in completing their BBA degree program. The student is ultimately responsible for fulfilling all the requirements — both school and university — of the degree program.

BSB Junior Level Standing

A BBA student has BSB junior-level standing upon meeting all of the following requirements:

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
IST	204	Computer Applications in Business Analysis

BSB Senior Level Standing

A BBA student has BSB senior-level standing upon meeting all of the following requirements:

1. Complete a minimum of 84 credits with a minimum overall GPA of 2.00
2. Complete the six courses identified for 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 in Economics

Minor in Entrepreneurship

18 hours

The Minor in Entrepreneurship enables students across the curriculum to prepare themselves to be founders, owners and managers of new, small and family-based businesses. The program of study explores the mind of the entrepreneur as well as develops the knowledge and skills needed to have a reasonable prospect of success as an entrepreneur. Completion of the program requires experience-based learning through an internship.

All courses are three credit-hour courses.

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 \$250,000. Through this experiential learning opportunity, students meet throughout the academic year to learn about advancing career opportunities and employment options in the investment field.

Beta Gamma Sigma

Beta Gamma Sigma is the honor society serving business programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International. The mission of Beta Gamma Sigma is to encourage and honor academic achievement in the study of business, to honor personal and professional excellence, to advance the values of society and to serve its lifelong members.

Students in Free Enterprise (SIFE)

Students in Free Enterprise is an integral part of the Harry F. Byrd, Jr. School of Business. The annual SIFE teams learn, teach and practice free enterprise in order to better themselves, their communities and the world. SIFE's mission is to build teams of students that teach others a better understanding of how the free enterprise system works. SIFE'S purpose is accomplished through outreach projects, providing the students an opportunity to teach others what they have learned. By accepting the responsibility of teaching others about free enterprise, SIFE students gain a deeper knowledge of how the free enterprise system works. Each year SIFE teams have the opportunity to share their successes with other teams from across the country in regional and national competitions.

Byrd Distinguished Lecture Series

The Byrd Distinguished Lecture Series was established in 1983 to provide a forum for the presentation, consideration and discussion of critical issues on the local, regional, national and international scene. This series provides students in the Harry F. Byrd, Jr. School of Business the opportunity to hear and question some of the most interesting business, social, educational and governmental leaders of the day.

Institute for Entrepreneurship Distinguished Speaker Series

The Institute for Entrepreneurship in the Byrd School sponsors the Distinguished Speaker Series. Successful entrepreneurs are brought to campus to share their experiences, lessons learned and expertise with students, faculty and the business community. Innovative business leaders provide enriching conversations for the student body during both the fall and spring semesters of the academic year.

Executive-in-Residence and Senior Executive Counselor Programs

The mission of these programs is to enhance the academic excellence of the Byrd School of Business through the practical experience of veteran business executives. Executives provide mentoring and counseling services for students, deliver classroom lectures and provide students with job-search advice as well as career and job-performance counseling.

SHENANDOAH CONSERVATORY

Michael J. Stepniak, Dean

Aimé Sposato, Associate Dean for Undergraduate Studies
Ruebush Hall, Room 108, (540) 665-4600

Mission Statement

Shenandoah Conservatory unites aspiring artists and scholars with distinguished and caring faculty in a community that prepares individuals for meaningful, satisfying careers in the arts.

Conservatory Entrance Requirements

Conservatory applicants must satisfactorily complete an audition, interview, music theory diagnostic skills exam 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.

Ensemble Requirements and Procedures

General Ensemble Participation

Music

Ensemble participation requirements for undergraduate students are stated in terms of duration and credit. Students are required to participate in an ensemble every semester as outlined in each curricular map. Students are placed in ensembles by audition. Music students must fulfill requirements by performing in ensembles in their major applied music area. When ensemble duration and credit requirements have been met, no further ensemble participation is required. Every student who participates in an ensemble must be enrolled through the university.

Students wishing to participate in an additional ensemble, beyond two, must seek approval from the division chair and the associate dean for undergraduate studies. This policy ensures that involvement in more than two ensembles does not jeopardize the student's academic work, the quality of preparation and performance in the ensemble and their capacity to contribute at an expected high level within the performing ensembles. Students who wish to participate in additional ensembles may register in one of two ways:

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

Any ensemble registration placing the student in excess of 18.5 credits, the maximum number of full-time credits, will be at the full expense of the student. Any deviations or exceptions to the above must be approved and documented by the associate dean for undergraduate studies.

Choral Ensembles

Voice students are auditioned by the choral ensemble directors for ensemble placement. Students are assigned to a single large choral ensemble; however, Conservatory scholarship recipients may be required to register for the maximum of two credits of large ensemble per semester, and these responsibilities are considered when students are placed. Choral ensembles are open, by audition, to students from all curricula and all schools.

Instrumental Ensembles

Instrumental students are auditioned by ensemble directors for large and/or small ensemble placement. Conservatory scholarship recipients may be required to register for the maximum of two credits of large and/or small ensemble per semester, and these responsibilities are considered when students are placed. Instrumental ensembles are open, by audition, to students from all curricula and all schools.

Dance

Dance majors are placed in ensembles as auditioned by the dance faculty. Participation is normally limited to dance majors. Students in other curricula are considered on an individual basis by audition.

Theatre

Specific requirements for theatre productions and performances are published in the *Theatre Division Handbook*.

Applied Music Study

Description

All students enrolled in Music and Musical Theatre curricula must be continuously enrolled in applied music until curricular requirements are fulfilled. For specific duration of study and credit requirements, see the curricular map for each degree program within this catalog.

Overall Content

The content of each applied music area is outlined for each semester of study. Minimum requirements in technique, sightreading, memorization, repertoire, performance, etc. are provided by each division of the Conservatory, and may be obtained from the individual instructor or division chair.

Studio Assignment

Students are assigned to studios by the chair of the division that offers the applied major. Students' requests are honored when space and balance in studios permits.

Development in applied music is best supported by stability of instruction. Studio changes occur only at the end of the academic year. Information about appropriate studio change procedures is available in the division handbooks and in the Conservatory Office.

Evaluation

The student performs an end-of-semester jury for evaluation by a panel of applied music faculty.

If a student fails to perform the jury, the instructor must report a grade of “F” for the semester’s study. Incomplete grades will only be considered upon submission of the appropriate medical documentation; the missed jury must be completed during the drop/add period of the next semester.

Screening Juries

The screening jury, conducted at the end of the fourth semester of applied major study (or for composition students the end of the second semester), examines the student’s progress in applied music and leads to decisions regarding the student’s future applied study.

The screening jury determines if the student has made sufficient progress in the applied area to warrant the recommendation to proceed with the curricular applied major. A minimum average grade for the jury is “C.” If the jurors do not recommend proceeding and the average grade for the jury is less than “C,” the student may repeat the work of the fourth semester of applied study or successfully audition for and enter a new applied area.

Permission to enter performance certificate study is granted at the screening jury. Musical Theatre majors are required to complete a screening jury only if they wish to be considered for performance certificate study.

Recital Requirements

All half and full recitals must be presented for credit and included in the student’s course load for the semester in which the recital is given. Students presenting a half or full recital must be concurrently registered for applied study in the area involved. Pre-recital hearings are required of all piano and voice 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 may earn a Performance Certificate in recognition of achievement beyond curricular minimums with the completion of 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 semesters of applied study, 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.

Piano Proficiency Examination

The Piano Proficiency Examination is required for all students enrolled in Music and Musical Theatre curricula. The examination assesses each student's keyboard skills essential to the professional life of the musician. Piano Proficiency Examinations for all new and transfer non-piano majors are offered during the fall and spring semesters. Based on the results of the Piano Proficiency Examination, the student will be placed at the appropriate level of applied class piano study or the student will be exempt from piano requirements. Students who are exempt from applied class piano study are required to complete the credits with either further study in applied piano lessons or open electives.

Students who do not pass the Piano Proficiency Examination will register for APCP 105, Basic Piano and Keyboard Harmony Skills I and continue in applied class piano study until curricular requirements have been met.

Students are permitted to retake the Piano Proficiency Examination after one failed attempt. After two failed attempts, students are placed in the appropriate applied class piano level and must complete the sequence by enrolling in each of the remaining courses. Students who fail to complete the Piano Proficiency Examination will be automatically enrolled in APCP 105, Basic Piano and Keyboard Harmony Skills I.

Transfer Students

Application of Transfer Credit in Applied Music

Transfer students are initially placed in AP** 102 or AP** 103 dependent upon 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. Regardless of the number of semesters of applied study completed at previous institutions, transfer students in music and musical theatre curricula are required to complete the number of applied major credits as outlined in each curricular map.

Applied Conducting Policies

Applied conducting is available only after MUCO 361 Beginning Choral and Instrumental Conducting and MUCO 363 Choral Conducting or MUCO 364 Instrumental Conducting have been completed successfully.

All applied conducting study is at the elective level and approved based on faculty availability. Students enrolled in elective study do not have access to Conservatory ensembles as laboratory conducting settings.

Conducting study will not fulfill requirements for an applied minor.

Applied choral conducting instruction is registered through the chair of the Vocal/Choral Division.

Applied instrumental conducting instruction is registered through the chair of the Instrumental Division.

Participation in Commencement – Shenandoah Conservatory Procedures

The university policy on student participation in commencement ceremonies, colloquially termed “walking,” appears in the Academic Policies section of this catalog.

Specific implementation for Conservatory students:

Permission to walk must be requested with the completion of a Permission to Walk form 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 II.

Sequence of Courses

As students must complete all required courses for graduation, they should carefully follow the advice of their advisor and should consult the program tracking sheet and their Degree Audit available through WebAdvisor. All courses are not offered every year and it is the student's responsibility to ensure that all degree requirements are being met in a manner that allows for an on-time graduation. Failure to follow the prescribed sequence of courses or the advice of the advisor may result in a delayed graduation until all degree requirements are met.

Upon completion of MUTC 101 Introduction to Music Theory, students enrolled in all music curricula must remain continuously registered each fall and spring semester until the music theory sequence of MUTC 101, 102, 201 and 202 is completed.

General Education

Conservatory students must consult with their advisors and the undergraduate catalog when selecting courses to fulfill the university-wide general education requirement. Transfer students are exempt from FYS 101 Going Global: First-Year Seminar, but must still complete the general education requirements with an approved three-credit course from Domain 7.

Course Overloads

Students who wish to register for more than 18.5 credits per semester must secure permission from the associate dean for undergraduate studies. Students enrolled in their first semester of study may not register in overload. Thereafter, permission is granted only when the student has earned a grade point average of 3.0 or higher the previous semester.

Bachelor of Arts in Dance

Ting-Yu Chen, Associate Professor of Dance
Shingleton Hall, Room 26, (540) 678-4479, tchen@su.edu

The Bachelor of Arts in Dance curriculum 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 technical skill and artistry in a variety of styles and performance settings;
- improvise and compose dance in a variety of forms, employing a variety of methods and technologies;
- demonstrate knowledge of dance history, aesthetics, production and science; and
- demonstrate research, writing, presentation, entrepreneurial and advocacy skills appropriate to furthering a professional career in dance or a related field.

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 I*	2
DA	121	Ballet I*	2
DA	131	Jazz I*	2
DA	143	Freshman Seminar	1
DA	351	Dance Production I	1
DAPE	152	Contact Improvisation* (Domain 2)	1
PRF	101	Performance Forum	.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 II*	2
DA	122	Ballet II*	2
DA	132	Jazz II*	2
DA	152	Contemporary Partnering *	1
DA	241	Dance Composition I*	2
DA	352	Dance Production II	1
PRF	101	Performance Forum	.5
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s) (not to include performance or skill-based instruction)	3
		Total	16.5

2nd year – Fall

DA	242	Dance Composition II*	2
DA	381	Dance and Music	2
DA		Dance Technique Elective(s)*	2
PRF	201	Health Issues for Artists	.5
		Quantitative Literacy Elective (Domain 3)	3
		Open Elective(s) (not to include performance or skill-based instruction)	6
		Total	15.5

2nd year – Spring

DA		Dance Technique Elective(s)*	2
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Open Elective(s) (not to include performance or skill-based instruction)	6
		Total	14.5

3rd year – Fall

DA	386	Dance Ensemble	1
DA		Dance Technique Elective(s)*	2
MULT	275	Western Art Music Appreciation (Domain 2 or 7)	3
PRF	101	Performance Forum	.5
TH		Theatre History Elective – Select from: (Domain 2)	3
		TH 351 History of Theatre I	
		TH 352 History of Theatre II	
		TH 355 American Musical Theatre I	
		Foreign Language Elective (Domain 7)	3
		Open Elective(s) (not to include performance or skill-based instruction)	3
		Total	15.5

3rd year – Spring

DA	371	Dance Science: Kinesiology ^(ALT)	3
DA		Dance Elective(s)	3
PRF	101	Performance Forum	.5
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Foreign Language Elective (Domain 7)	3
		Open Elective(s) (not to include performance or skill-based instruction)	3
		Total	15.5

4th year – Fall

DA	471	History and Philosophy of Dance I ^(ALT) (Domain 7)	3
DA	498	Culminating Project	1
DA		Dance Technique Elective(s)*	2
DAPE	135	Tap I (Domain 2)	1
		Open Elective(s) (not to include performance or skill-based instruction)	6
		Total	13

4th year – Spring

DA	444	Senior Concert and Seminar II	2
DA	472	History and Philosophy of Dance II ^(ALT)	3
DA	498	Culminating Project	1
		Open Elective(s) (not to include performance or skill-based instruction)	9
		Total	15
		Degree Total	121

*Minimum grade of "C" required.

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

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

Bachelor of Fine Arts in Acting

James Ruscella, Assistant Professor of Theatre
Ruebush Hall, Room 127-C, (540) 545-7286, jruscell@su.edu

The Bachelor of Fine Arts in Acting curriculum is designed for the talented actor who wishes to prepare for a professional acting career in the theatre and its related entertainment industries.

The curriculum provides a rigorous course of performance studies with significant opportunities for practical experience, which will enable students to perform creatively, think metacognitively, and operate effectively both as theatre/entertainment industry professionals and as members of a diverse society.

Program Objectives

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

- act with their full body instrument across a wide variety of styles, techniques, and stage/media platforms;
- improvise complex interactive stories in conjunction with both the performer and non-performer;
- speak with a powerful clean voice capable of conveying text, character, emotion and dialect across the stage and digital mediums; and
- demonstrate comprehensive knowledge of the acting industry from its historical context to its business applications.

Requirements for the Bachelor of Fine Arts in Acting Degree

1st year – Fall

TH	101	Acting I* (Domain 1)	3
TH	111	Stage Lighting	3
TH	148	Voice and Speech for the Actor I	3
TH	303	Improvisation I	3
PRF	101	Performance Forum	.5
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

TH	102	Acting II* (Domain 1)	3
TH	112	Stage Craft	3
TH	140	Movement for Actors I	3
TH	208	Script Analysis (Domain 2)	3
TH	249	Voice and Speech for the Actor II	3
		Total	15

2nd year – Fall

TH	201	Acting III*	3
TH	240	Movement for Actors II	3
TH	251	Voice and Speech for the Actor III	3
TH	351	History of Theatre I (Domain 2 or 7)	3
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5

ENG	101	Composition (Domain 1)	3
		Total	16.5
2nd year – Spring			
APAT	101	Applied Acting*	1.5
TH	131	Stage Costuming	3
TH	141	Theatrical Stage Makeup	1
TH	202	Acting IV*	3
TH	252	Accents and Dialects	3
TH	304	Improvisation II	3
TH	352	History of Theatre II (Domain 2 or 7)	3
		Total	17.5
3rd year – Fall			
APAT	101	Applied Acting*	1.5
TH	300	Acting for the Camera*	3
TH	307	Directing	3
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		The Nature of Science Elective (Domain 4)	3
		Total	15
3rd year – Spring			
APAT	201	Applied Acting*	1.5
TH	302	Acting for Shakespeare*	3
TH	309	Preparation for the Theatre Profession	3
TH	323	Script Writing	3
TH	324	Company I: Showmakers	3
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5
4th year – Fall			
APAT	201	Applied Acting*	1.5
TH	391	Company Production	1
TH	401	Auditioning	3
TH	405	Future Stages I	3
TH	422	Company II: Film	3
TH	449	Voice Over	3
PRF	101	Performance Forum	.5
		Total	15
4th year – Spring			
TH	391	Company Production	1
TH	402	Actor's Portfolio	3
TH	406	Future Stages II	3
TH	423	Company III: Play	3
		The Individual in Society Elective (Domain 6)	3
		Total	13
		Degree Total	124

*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. A minimum of two successful completions are required.

Bachelor of Fine Arts in Costume Design

Admission to the BFA in Costume Design was suspended in 2014. Applications are no longer being accepted for this program.

Bachelor of Fine Arts in Dance

Ting-Yu Chen, Associate Professor of Dance
Shingleton Hall, Room 26, (540) 678-4479, tchen@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 an advanced level of technical skill and artistry in a variety of styles and performance settings;
- improvise and compose dance in a variety of forms, employing a variety of methods and technologies;
- demonstrate knowledge of dance history, aesthetics, pedagogy, production and science; and
- demonstrate professional entrepreneurship and advocacy skills in preparation for their dance career.

Course and Credit Requirements for the Bachelor of Fine Arts in Dance Degree

1st year – Fall

DA	111	Modern Dance I*	2
DA	121	Ballet I*	2
DA	131	Jazz I*	2
DA	143	Freshman Seminar	1
DA	351	Dance Production I	1
DAPE	152	Contact Improvisation* (Domain 2)	1
PRF	101	Performance Forum	.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 II*	2
DA	122	Ballet II*	2
DA	132	Jazz II*	2
DA	152	Contemporary Partnering*	1
DA	241	Dance Composition I*	2
DA	352	Dance Production II	1
DA	386	Dance Ensemble	1
PRF	101	Performance Forum	.5
TH	131	Stage Costuming	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	17.5

2nd year – Fall

DA		Modern Dance Technique* (DA 111 or DA 211)	2
DA		Ballet Technique* (DA 121 or DA 221)	2
DA	231	Jazz III*	2
DA	242	Dance Composition II*	2
DA	381	Dance and Music	2
DA	386	Dance Ensemble	1
PRF	201	Health Issues for Artists	.5
TH	111	Stage Lighting	3
		The Nature of Science Elective (Domain 4)	3
		Total	17.5

2nd year – Spring

DA		Modern Dance Technique* (DA 112 or DA 212)	2
DA		Ballet Technique* (DA 122 or DA 222)	2
DA		Jazz Technique* (DA 232 or DA 332)	2
DA	371	Dance Science: Kinesiology ^(ALT)	3
DA	386	Dance Ensemble	1
PRF	101	Performance Forum	.5
		Effective Communication, Oral Communication Elective (Domain 1)	3
		(Recommended: AMGT 312 Arts Marketing and Audience Engagement, DA 262 Techniques of Teaching Dance or MCOM 150 Principles of Public Speaking)	
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5

3rd year – Fall

DA		Modern Dance Technique* (DA 211 or DA 311)	2
DA		Ballet Technique* (DA 221 or DA 321)	2
DA		Dance Technique Elective(s)*	2
DA	341	Dance Composition III*	2
DA	386	Dance Ensemble	1
DA	471	History and Philosophy of Dance I ^(ALT) (Domain 7)	3
MULT	275	Western Art Music Appreciation (Domain 2 or 7)	3
PRF	101	Performance Forum	.5
		Total	15.5

3rd year – Spring

DA		Modern Dance Technique* (DA 212 or DA 312)	2
DA		Ballet Technique* (DA 222 or DA 322)	2
DA		Dance Technique Elective(s)*	2
DA	260	Movement and Dance for Children	3
	or		
DA	262	Techniques of Teaching Dance (Domain 1)	
DA	342	Dance Composition IV*	2
DA	386	Dance Ensemble	1
DA	472	History and Philosophy of Dance II ^(ALT)	3
PRF	101	Performance Forum	.5
		Total	15.5

4th year – Fall

DA	311	Modern Dance V*	2
DA		Ballet Technique* (DA 221 or DA 321)	2
DA		Dance Technique Elective(s)*	2
DA	386	Dance Ensemble	1
DA	443	Senior Concert and Seminar I*	2
ART	200	Art Appreciation (Domain 2)	3
		Total	12

4th year – Spring

DA	312	Modern Dance VI*	2
DA		Ballet Technique* (DA 222 or DA 322)	2
DA		Dance Technique Elective(s)*	2
DA	386	Dance Ensemble	1
DA	444	Senior Concert and Seminar II	2
		The Individual in Society Elective (Domain 6)	3
		Total	12
		Degree Total	122

*Minimum grade of "C" required.

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

Majors must take ballet, modern dance, and one additional technique elective each semester. Students are placed at the appropriate technical level in each discipline, and evaluated each semester for advancement to the next level.

Majors must be dancing at the advanced technical level in modern (DA 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 four credits.

All 200-level technique classes are repeatable to six credits.

All 300-level technique classes are repeatable to eight credits.

Participation in DA 386 Dance Ensemble or one of the Dance production courses (DA 351, DA 352, DA 353, DA 354) is required every semester of full-time enrollment. BFA Dance Majors are required to participate in all main stage productions of the Dance Division as either cast or crew.

Bachelor of Fine Arts in Musical Theatre

Jonathan Flom, Associate Professor of Theatre
Ruebush Hall, Room 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 an ability to analyze dramatic literature and its performance/production in cultural and historical contexts;
- demonstrate competency in various acting styles and periods;
- perform vocal repertoire from varying styles and genres with appropriate technique;
- demonstrate technical skills and artistry in a variety of dance styles appropriate to the musical theatre industry; and
- demonstrate the business knowledge and skills required for the 21st Century musical theatre profession.

Course and Credit Requirements for the Bachelor of Fine Arts in Musical Theatre Degree

1st year – Fall

APVO	103	Applied Voice*	3
DAPE	120	Foundations of Ballet Technique (Domain 2)	3
MUEN		Ensemble (Domain 2)	1
TH	101	Acting I* (Domain 1)	3
TH	111	Stage Lighting	3
PRF	101	Performance Forum	.5
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

APVO	103	Applied Voice*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
DAPE	220	Dance Technique for Musical Theatre	3
MUEN		Ensemble (Domain 2)	1
MUTC	121	Music Theory for Musical Theatre I	2
MUTC	123	Sightsinging for Musical Theatre I	1
TH	102	Acting II* (Domain 1)	3
TH	112	Stage Craft	3
		Total	17.5

2nd year – Fall

APVO	203	Applied Voice*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
MUPP	121	Beginning Guitar Class	1
DAPE		Dance Technique Elective - Tap (Domain 2)	1
MUTC	122	Music Theory for Musical Theatre II	2
MUTC	124	Sightsinging for Music Theatre II	1
TH	131	Stage Costuming	3
TH	141	Theatrical Stage Makeup	1
TH	201	Acting III*	3
PRF	101	Performance Forum	.5
		Total with MUPP 121	15.5
		Total with APCP 106	16

2nd year – Spring

APVO	203	Applied Voice*	3
DAPE		Dance Technique Elective - Tap (Domain 2)	1
TH	149	Voice and Speech for Musical Theatre	3
TH	203	Acting Through Song	3
TH	208	Script Analysis (Domain 2)	3
ENG	101	Composition (Domain 1)	3
		Total	16

3rd year – Fall

APVO	303	Applied Voice*	3
DAPE	333	Musical Theatre Dance Styles I	1
TH	300	Acting for the Camera*	3
TH	307	Directing	3
TH	355	American Musical Theatre I (Domain 2)	3
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5

3rd year – Spring

APVO	303	Applied Voice*	3
DAPE	334	Musical Theatre Dance Styles II	1
TH	302	Acting for Shakespeare*	3
TH	309	Preparation for the Theatre Profession	3
TH	356	American Musical Theatre II	3
TH	399	Theatre Production [#]	1
		The Nature of Science Elective (Domain 4)	3
		Total	17

4th year – Fall

APVO	403	Applied Voice*	3
DAPE		Dance Technique Elective - Jazz (Domain 2)	1
TH	351	History of Theatre I (Domain 2 or 7)	3
	or		
TH	352	History of Theatre II (Domain 2 or 7)	
TH	403	Advanced Acting Through Song I	3
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	13.5

4th year – Spring

APVO	403	Applied Voice*	3
DAPE		Dance Technique Elective - Jazz (Domain 2)	1
TH	399	Theatre Production [#]	1
TH	404	Advanced Acting Through Song II	3
TH	451	Senior Repertoire and Industry Showcase	2
		The Individual in Society Elective (Domain 6)	3
		Total	13
		Degree Total with MUUP 121	125.5
		Degree Total with APCP 106	126

*Minimum grade of "C" required.

^Piano Proficiency Examination 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. A minimum of two successful completions are required.

Dance Requirements

Musical Theatre majors are required to register and participate in a dance technique course (DA or DAPE) every semester of full-time enrollment.

Bachelor of Fine Arts in Theatre Design and Production

Costume Design: Cheryl Yancey, Associate Professor of Theatre
Ruebush Hall, Room 127-B, (540) 545-7247, cyancey@su.edu

Lighting Design: William Bozman, Professor of Theatre
Ruebush Hall, Room 124, (540) 665-4558, mbozman@su.edu

Scenic Design: William Pierson, Associate Professor of Theatre
Ruebush Hall, Room 122, (540) 665-4534, wpierson@su.edu

Stage Management: William Ingham, Associate Professor of Theatre
Ruebush Hall, Room 120, (540) 545-7233, wingham@su.edu

Technical Production: William Ingham, Associate Professor of Theatre
Ruebush Hall, Room 120, (540) 545-7233, wingham@su.edu

The Bachelor of Fine Arts in Theatre Design and Production curriculum is designed for the talented artist who wishes to prepare for a professional career in theatre design and production. The curriculum provides a balance of academic theatre studies with practical production experience as well as a strong base of liberal arts studies, which will enable students to think and perform creatively, and communicate effectively both as theatre professionals and as members of a global society.

Program Objectives

Students completing the Bachelor of Fine Arts in Theatre Design and Production degree will be able to:

- demonstrate the ability to develop their design and production work and see it realized through the collaboration of the production team on fully produced theatrical productions;
- develop a portfolio, resume, and website that will enable the graduate to showcase their individual design and production work; and
- demonstrate an ability to analyze dramatic literature and its performance/production in cultural and historical contexts.

Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Design and Production Degree - Costume Design Emphasis

1st year – Fall

TH	131	Stage Costuming*	3
TH	141	Theatrical Stage Makeup*	1
TH	213	Theatre Drawing*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Open Elective(s)	3
		Total	16.5

1st year – Spring

TH	112	Stage Craft*	3
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
TH	219	Graphic Arts for Design	3
		Quantitative Literacy Elective (Domain 3)	3
		Open Elective(s)	3
		Total	15

2nd year – Fall

TH	111	Stage Lighting*	3
TH	215	Scenic Design I	3
TH	230	Costume Construction*(ALT)	3
TH	241	Advanced Stage Makeup(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Total	14.5

2nd year – Spring

DAPE		Dance Technique Elective	1
TH	208	Script Analysis (Domain 2)	3
TH	231	Costume Design I*	3
TH	330	Pattern Drafting(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		The Individual in Society Elective (Domain 6)	3
		Total	15

3rd year – Fall

TH	225	Costume Rendering(ALT)	3
TH	307	Directing	3
TH	350	History of Architecture and Décor(ALT)	3
TH	353	History of Fashion I(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Total	14.5

3rd year – Spring

TH	211	Lighting Design I	3
TH	354	History of Fashion II(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
TH	430	Costume Design II(ALT)	3
		The Nature of Science Elective (Domain 4)	3
		Total	14

4th year – Fall

TH	351	History of Theatre I (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3

Open Elective(s)	3
Total	15.5

4th year – Spring

TH 352	History of Theatre II (Domain 2 or 7)	3
TH 498	Technical Theatre Thesis	3
TH	Theatre Design and Production Elective+	3
	Open Elective(s)	6
	Total	15
	Degree Total	120

*Minimum grade of "C" required.

Students in the Bachelor of Fine Arts in Theatre Design and Production curriculum, Costume Design emphasis, must participate in productions as assigned. A minimum of four successful completions are required.

+Theatre Design and Production Electives – Select two from: TH 207 Stage Management I, TH 221 Stage Properties, TH 310 Stage Management II, TH 312 Advanced Stage Craft, TH 316 Scenic Art, TH 318 CAD for the Stage, TH 319 Computer Rendering, TH 320 Theatre Sound, TH 323 Script Writing, TH 411 Lighting Design II, TH 412 Technical Direction, and TH 415 Scenic Design II.

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

Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Design and Production Degree - Lighting Design Emphasis

1st year – Fall

TH 111	Stage Lighting*	3
TH 213	Theatre Drawing*	3
PRF 101	Performance Forum	.5
ENG 101	Composition (Domain 1)	3
FYS 101	Going Global: First-Year Seminar (Domain 7)	3
	Open Elective(s)	3
	Total	15.5

1st year – Spring

TH 112	Stage Craft*	3
TH 113	Basic Acting for Non-Majors I (Domain 1)	3
TH 217	Fundamentals of Theatre Drafting*	3
TH 219	Graphic Arts for Design*	3
TH 221	Stage Properties	3
	Total	15

2nd year – Fall

TH 131	Stage Costuming*	3
TH 141	Theatrical Stage Makeup	1
TH 215	Scenic Design I	3
TH 390	Technical Theatre Practicum	1
TH 399	Theatre Production#	1
PRF 101	Performance Forum	.5
	Quantitative Literacy Elective (Domain 3)	3
	Open Elective(s)	3
	Total	15.5

2nd year – Spring

TH 208	Script Analysis (Domain 2)	3
TH 211	Lighting Design I*	3
TH 231	Costume Design I	3

TH	318	CAD for the Stage ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Total	14

3rd year – Fall

TH	307	Directing	3
TH	350	History of Architecture and Décor ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Open Elective(s)	3
		Total	14.5

3rd year – Spring

DAPE		Dance Technique Elective	1
TH	319	Computer Rendering ^(ALT)	3
TH	390	Theatre Technical Practicum	1
TH	399	Theatre Production [#]	1
TH	411	Lighting Design II ^{*(ALT)}	3
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s)	3
		Total	15

4th year – Fall

TH	312	Advanced Stage Craft ^(ALT)	3
TH	351	History of Theatre I (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	15.5

4th year – Spring

TH	320	Theatre Sound ^(ALT)	3
TH	352	History of Theatre II (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
		Open Elective(s)	3
		Total	15
		Degree Total	120

*Minimum grade of "C" required.

[#]Students in the Bachelor of Fine Arts in Theatre Design and Production curriculum, Lighting Design emphasis, must participate in productions as assigned. A minimum of four successful completions are required.

+Theatre Design and Production Electives – Select two from: TH 207 Stage Management I, TH 225 Costume Rendering, TH 230 Costume Construction, TH 241 Advanced Stage Makeup, TH 310 Stage Management II, TH 316 Scenic Art, TH 323 Script Writing, TH 330 Pattern Drafting, TH 353 History of Fashion I, TH 354 History of Fashion II, TH 412 Technical Direction, TH 415 Scenic Design II, and TH 430 Costume Design II.

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

Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Design and Production Degree - Scenic Design Emphasis

1st year – Fall

TH	112	Stage Craft*	3
TH	213	Theatre Drawing*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Open Elective(s)	3
		Total	15.5

1st year – Spring

TH	111	Stage Lighting*	3
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
TH	217	Fundamentals of Theatre Drafting*	3
TH	219	Graphic Arts for Design*	3
TH	221	Stage Properties*	3
		Total	15

2nd year – Fall

TH	131	Stage Costuming*	3
TH	141	Theatrical Stage Makeup	1
TH	215	Scenic Design I*	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Open Elective(s)	3
		Total	15.5

2nd year – Spring

TH	208	Script Analysis (Domain 2)	3
TH	211	Lighting Design I	3
TH	231	Costume Design I	3
TH	318	CAD for the Stage ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Total	14

3rd year – Fall

TH	307	Directing	3
TH	350	History of Architecture and Décor ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Open Elective(s)	3
		Total	14.5

3rd year – Spring

DAPE		Dance Technique Elective	1
TH	319	Computer Rendering ^(ALT)	3
TH	390	Theatre Technical Practicum	1
TH	399	Theatre Production [#]	1
TH	415	Scenic Design II ^{*(ALT)}	3
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s)	3
		Total	15

4th year – Fall

TH	312	Advanced Stage Craft ^(ALT)	3
TH	316	Scenic Art ^(ALT)	3
TH	351	History of Theatre I (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
PRF	101	Performance Forum	.5
		Total	15.5

4th year – Spring

TH	320	Theatre Sound ^(ALT)	3
TH	352	History of Theatre II (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
		Moral Reasoning Elective (Domain 5)	3
		Total	15
		Degree Total	120

*Minimum grade of "C" required.

#Students in the Bachelor of Fine Arts in Theatre Design and Production curriculum, Scenic Design emphasis, must participate in productions as assigned. A minimum of four successful completions are required.

+Theatre Design and Production Electives – Select two from: TH 207 Stage Management I, TH 225 Costume Rendering, TH 230 Costume Construction, TH 241 Advanced Stage Makeup, TH 310 Stage Management II, TH 323 Script Writing, TH 330 Pattern Drafting, TH 353 History of Fashion I, TH 354 History of Fashion II, TH 411 Lighting Design II, TH 412 Technical Direction, and TH 430 Costume Design II.

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

Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Design and Production Degree - Stage Management Emphasis

1st year – Fall

TH	111	Stage Lighting*	3
TH	213	Theatre Drawing*	3
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Open Elective(s)	3
		Total	16.5

1st year – Spring

TH	112	Stage Craft*	3
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
TH	217	Fundamentals of Theatre Drafting	3

TH	221	Stage Properties*	3
TH	399	Theatre Production [#]	1
		Quantitative Literacy Elective (Domain 3)	3
		Total	16

2nd year – Fall

AMGT	309	Foundations of Arts Management (Domain 2 or 6)	3
DAPE		Dance Technique Elective	1
TH	207	Stage Management I*	3
TH	215	Scenic Design I	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Open Elective(s)	3
		Total	15.5

2nd year – Spring

TH	131	Stage Costuming*	3
TH	141	Theatrical Stage Makeup	1
TH	208	Script Analysis (Domain 2)	3
TH	231	Costume Design I	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Moral Reasoning Elective (Domain 5)	3
		Total	15

3rd year – Fall

TH	307	Directing	3
TH	310	Stage Management II ^(ALT)	3
TH	350	History of Architecture and Décor ^(ALT)	3
TH	351	History of Theatre I (Domain 2 or 7)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Total	14.5

3rd year – Spring

AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
TH	211	Lighting Design I	3
TH	323	Script Writing	3
TH	352	History of Theatre II (Domain 2 or 7)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Open Elective(s)	3
		Total	17

4th year – Fall

TH		Theatre Design and Production Elective+	3
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Open Elective(s)	6
		Total	12.5

4th year – Spring

TH	320	Theatre Sound ^(ALT)	3
TH	490	Stage Management Internship I	3
TH	491	Stage Management Internship II	3
TH		Theatre Design and Production Elective+	3
		Open Elective(s)	1
		Total	13
		Degree Total	120

*Minimum grade of "C" required.

#Students in the Bachelor of Fine Arts in Theatre Design and Production curriculum, Stage Management emphasis, must participate in productions as assigned. A minimum of six successful completions are required.

+Theatre Design and Production Electives – Select two from: TH 219 Graphic Arts for Design, TH 225 Costume Rendering, TH 230 Costume Construction, TH 241 Advanced Stage Makeup, TH 312 Advanced Stage Craft, TH 316 Scenic Art, TH 318 CAD for the Stage, TH 319 Computer Rendering, TH 330 Pattern Drafting, TH 353 History of Fashion I, TH 354 History of Fashion II, TH 411 Lighting Design II, TH 412 Technical Direction, TH 415 Scenic Design II, and TH 430 Costume Design II.

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

Course and Credit Requirements for the Bachelor of Fine Arts in Theatre Design and Production Degree - Technical Production Emphasis

1st year – Fall

TH	112	Stage Craft*	3
TH	213	Theatre Drawing*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Open Elective(s)	3
		Total	15.5

1st year – Spring

TH	111	Stage Lighting*	3
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
TH	217	Fundamentals of Theatre Drafting*	3
TH	221	Stage Properties*	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	15

2nd year – Fall

TH	131	Stage Costuming*	3
TH	141	Theatrical Stage Makeup	1
TH	215	Scenic Design I	3
TH	312	Advanced Stage Craft*(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Open Elective(s)	3
		Total	15.5

2nd year – Spring

TH	208	Script Analysis (Domain 2)	3
TH	211	Lighting Design I	3
TH	231	Costume Design I	3
TH	320	Theatre Sound ^(ALT)	3

TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
		Total	14

3rd year – Fall

TH	207	Stage Management I	3
TH	307	Directing	3
TH	350	History of Architecture and Décor ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
PRF	101	Performance Forum	.5
		Open Elective(s)	3
		Total	14.5

3rd year – Spring

DAPE		Dance Technique Elective	1
TH	318	CAD for the Stage ^(ALT)	3
TH	390	Technical Theatre Practicum	1
TH	399	Theatre Production [#]	1
TH	412	Technical Direction ^(ALT)	3
TH		Theatre Design and Production Elective+	3
		The Nature of Science Elective (Domain 4)	3
		Total	15

4th year – Fall

TH	316	Scenic Art ^(ALT)	3
TH	351	History of Theatre I (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3
		Open Elective(s)	3
		Total	15.5

4th year – Spring

TH	352	History of Theatre II (Domain 2 or 7)	3
TH	498	Technical Theatre Thesis	3
TH		Theatre Design and Production Elective+	3
		The Individual in Society Elective (Domain 6)	3
		Open Elective(s)	3
		Total	15
		Degree Total	120

*Minimum grade of "C" required.

[#]Students in the Bachelor of Fine Arts in Theatre Design and Production curriculum, Technical Production emphasis, must participate in productions as assigned. A minimum of four successful completions are required.

+Theatre Design and Production Electives – Select two from: TH 219 Graphic Arts for Design, TH 225 Costume Rendering, TH 230 Costume Construction, TH 241 Advanced Stage Makeup, TH 310 Stage Management II, TH 319 Computer Rendering, TH 323 Script Writing, TH 330 Pattern Drafting, TH 353 History of Fashion I, TH 354 History of Fashion II, TH 411 Lighting Design II, TH 415 Scenic Design II, and TH 430 Costume Design II.

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

Bachelor of Fine Arts in Scenic and Lighting Design

Admission to the BFA in Scenic and Lighting Design degree was suspended in 2014.
Applications are no longer being accepted for this program.

Bachelor of Fine Arts in Theatre for Youth

Admission to the BFA in Theatre for Youth degree was suspended in 2013. Applications are no longer being accepted for this program.

Bachelor of Fine Arts in Theatre Stage Management

Admission to the BFA in Theatre Stage Management degree was suspended in 2014.
Applications are no longer being accepted for this program.

Bachelor of Music in Church Music

J. Thomas Mitts, Associate Professor of Music

Ruebush Hall, Room 140, (540) 665-4633, tmitts@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 and the ability to perform a wide range of repertoire in solo and ensemble performances at a superior level;
- demonstrate knowledge and perform repertoire with particular emphasis for liturgical settings;
- demonstrate the ability to lead a rehearsal and the music component of a church service;
- demonstrate knowledge of music theory and music history; and
- demonstrate entrepreneurial and technological skills required for the 21st century performer/teacher.

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^	1.5
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.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

1st year – Spring

AP**	103	Applied Major*	3
AP**		Applied Piano Minor	1.5
MUEN		Ensemble (Domain 2)	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	3
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Total	17

1st year – Summer, Session I

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

MUCH	332	Church Music II	3
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2nd year – Fall

AP**	203	Applied Major*	3
AP**		Applied Piano Minor	1.5
AP**		Applied Secondary Minor	1.5
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	263	Singer's Diction I (voice majors only)	1
	or		
MU**		Music Elective (non-voice majors only)	
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	18

2nd year – Spring

AP**	203	Applied Major*	3
AP**		Applied Piano Minor	1.5
AP**		Applied Secondary Minor	1.5
MUCO	363	Choral Conducting	1.5
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	264	Singer's Diction II (voice majors only)	1
	or		
MU**		Music Elective (non-voice majors only)	
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	17

2nd year – Summer, Session 1

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

MUCH	334	Church Music IV	3
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3rd year – Fall

AP**	303	Applied Major*	3
AP**		Applied Secondary Minor	1.5
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUTC		Music Theory Elective	2
		Music Elective(s) (not to include performance or skill-based instruction)	3
		(not to include performance or skill-based instruction)	
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	17

3rd year – Spring

AP**	303	Applied Major*	3
AP**		Applied Secondary Minor	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
	or		
MCOM	150	Principles of Public Speaking (Domain 1)	
MUCH	407	Church Music Internship	3
MUEN		Ensemble (Domain 2)	1
MUPP	341	Half Recital*	1
MU**		Music Elective(s) (not to include performance or skill-based instruction)	3
PRF	101	Performance Forum	.5
		Total	16

3rd year – Summer, Session I

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

MUCH	336	Church Music VI	3
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		Degree Total	121
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*Minimum grade of "C" required.

^Piano Proficiency Examination required.

Applied Minor Study

The applied piano minor may be completed with four semesters of applied class piano study (APCP 105 – APCP 206), applied piano study (APPN 101 – APPN 201) or music electives as approved.

The applied secondary minor must be completed with four semesters of applied organ study (if voice major) or applied voice study (if organ major).

Bachelor of Music in Music Production and Recording Technology

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 areas of recording and music production. Beyond courses in recording and sound reinforcement, this degree includes study in performance, composition and arranging, and recording and sound reinforcement techniques. This degree culminates in a professional level internship.

Program Objectives

Students completing the Bachelor of Music in Music Production and Recording Technology will be able to:

- demonstrate knowledge and skills of sound recording and sound reinforcement techniques;
- demonstrate musicianship and the ability to perform a wide range of repertoire in solo and ensemble performances;
- demonstrate knowledge of music theory and music history; and
- demonstrate skill in composing, arranging and production of original music.

Sophomore Screening

The Sophomore Screening is conducted at the end of the fourth semester of study in the Bachelor of Music in Music Production and Recording Technology curriculum. Students will be asked to demonstrate mastery of basic listening, production, and recording skills developed in the first three semesters of the program. Faculty will examine each student's progress in music production and recording technology coursework at the end of the sophomore year, leading to decisions regarding the student's continuation in the program.

Students must complete the following requirements:

- demonstrate a consistent level of academic success in music production and recording technology coursework semesters one through three by maintaining a "C" average;
- pass a written exam with an 80% or higher; identifying common audio production techniques, on-location recording techniques, musical arrangements and instrumentation covered in coursework during semesters one through four; and
- pass a proficiency exam of recording and microphone techniques covered in coursework during semesters one through four with an 80% or higher.

Students who do not satisfy the Sophomore Screening requirements will not be admitted into 300- or 400-level music production and recording technology (MUPR) coursework.

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*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
	or		
AP**	101	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MUPR	101	Recording Systems: Design and Application I*	2
MUPR	111	Critical Listening*	1
MUPR	151	Pro Tools I*	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16

1st year – Spring

AP**	102	Applied Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
AP**	101	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPR	112	Recording Systems: Design and Application II*	2
MUPR	122	Recording Systems: Studio Time*	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Total	16.5

2nd year – Fall

AP**	202	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPR	231	Remote Recording Practicum I*	2
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
ENG	101	Composition (Domain 1)	3
		Total	17.5

2nd year – Spring

AP**	202	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPR	202	Sound Reinforcement*	2
MUPR	232	Remote Recording Practicum II*	1

MUPR	252	Pro Tools II*	2
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	16.5

3rd year – Fall

AP**	302	Applied Major*	3
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
	or		
MCOM	150	Principles of Public Speaking (Domain 1)	
MUEN		Ensemble (Domain 2)	1
MUPR	311	Tonmeister Seminar*	1
MUPR	330	Sound Reinforcement Practicum*	2
MUPR	341	Basic Electronics*	2
MUPR	351	MIDI and Electronic Music*	2
MUPR		Music Production and Recording Technology Elective	2
PRF	101	Performance Forum	.5
		Total	16.5

3rd year – Spring

AP**	302	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MUPR	302	Digital and Advanced Recording*	2
MUPR	322	Digital and Advanced Recording: Studio Time*	.5
MUPR	342	Studio Maintenance and Workflow*	2
MUPR	352	Electronic Music Synthesis*	1
PRF	101	Performance Forum	.5
PHYS	103	Acoustics (Domain 4)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	16

4th year – Fall

MUPR	401	Music Production I*	2.5
MUPR	421	Music Production I: Studio Time*	1
MUPR	431	Sound Design and Sound Reinforcement for Theatre*	2
MUPR	441	Copyright and Music Supervision	3
MUPR	461	Audio for Video*	2
MUTC	422	Instrumentation ^(ALT)	2
MUTC	451	Popular Song and Jingle Writing I*	2
		Total	14.5

4th year – Spring

MUPR	402	Music Production II*	2.5
MUPR	412	Mastering Techniques*	2
MUPR	422	Music Production II: Studio Time*	1
MUPR	472	Music Production and Recording Technology Internship Preparation*	1
MUPR	473	Music Production and Recording Technology Internship* (The internship follows the completion of all coursework)	2
MUTC	452	Popular Song Writing and Jingle Writing II*	1
		Moral Reasoning Elective (Domain 5)	3
		Total	12.5
		Degree Total	126

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

All double reed majors may elect to register for MUPP 241 Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (.5 credit) in addition to the applied lesson.

Applied Minor Study – Keyboard Majors Only

Keyboard majors must complete two semesters of applied minor study on one of the following instruments: harpsichord, jazz piano, organ or voice (voice minor screening is required).

Course and Credit Requirements for the Bachelor of Music in Music Production and Recording Technology Degree – Jazz Applied Emphasis

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

1st year – Fall

APJ*	102	Applied Jazz Major*	3
AP**	101	Applied Classical Minor	1.5
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MUPR	101	Recording Systems: Design and Application I*	2
MUPR	111	Critical Listening*	1
MUPR	151	Pro Tools I*	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	17.5

1st year – Spring

APJ*	102	Applied Jazz Major*	3
AP**	101	Applied Classical Minor	1.5
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPR	112	Recording Systems: Design and Application II*	2
MUPR	122	Recording Systems: Studio Time*	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Total	18

2nd year – Fall

APJ*	202	Applied Jazz Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPR	231	Remote Recording Practicum I*	2
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2

PRF	201	Health Issues for Artists	.5
ENG	101	Composition (Domain 1)	3
		Total	17.5

2nd year – Spring

APJ*	202	Applied Jazz Major*	3
MUEN		Ensemble (Domain 2)	1
MUPR	202	Sound Reinforcement*	2
MUPR	232	Remote Recording Practicum II*	1
MUPR	252	Pro Tools II*	2
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	13.5

3rd year – Fall

APJ*	301	Applied Jazz Major*	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
	or		
MCOM	150	Principles of Public Speaking (Domain 1)	
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MULT	432	Jazz History ^(ALT) (Domain 2)	3
MUPR	311	Tonmeister Seminar*	1
MUPR	341	Basic Electronics*	2
MUPR	351	MIDI and Electronic Music*	2
MUTC	311	Jazz Theory I	2
PRF	101	Performance Forum	.5
		Total	16

3rd year – Spring

APJ*	301	Applied Jazz Major*	1.5
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MUPR	302	Digital and Advanced Recording*	2
MUPR	322	Digital and Advanced Recording: Studio Time*	.5
MUPR	330	Sound Reinforcement Practicum*	2
MUPR	342	Studio Maintenance and Workflow*	2
MUPR	352	Electronic Music Synthesis*	1
PRF	101	Performance Forum	.5
PHYS	103	Acoustics (Domain 4)	3
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5

4th year – Fall

MUPR	401	Music Production I*	2.5
MUPR	421	Music Production I: Studio Time*	1
MUPR	431	Sound Design and Sound Reinforcement for Theatre*	2
MUPR	441	Copyright and Music Supervision	3
MUPR	461	Audio for Video*	2
MUTC	413	Jazz Arranging and Composition	2
MUTC	451	Popular Song and Jingle Writing I*	2
		Total	14.5

4th year – Spring

MUPR	402	Music Production II*	2.5
MUPR	412	Mastering Techniques*	2
MUPR	422	Music Production II: Studio Time*	1
MUPR	472	Music Production and Recording Technology Internship Preparation*	1
MUPR	473	Music Production and Recording Technology Internship* (The internship follows the completion of all coursework)	2
MUTC	452	Popular Song and Jingle Writing II*	1
		Moral Reasoning Elective (Domain 5)	3
		Total	12.5
		Degree Total	126

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Ensemble Requirements

Students must complete two of the six ensemble credits in MUEN 371 Jazz Combo Ensemble or MUEN 375 Jazz Improvisation Laboratory.

Bachelor of Music in Composition

David T. Little, Assistant Professor of Music

Ruebush Hall, Room 139, (540) 665-4630, dlittle@su.edu

The Bachelor of Music in Composition curriculum is designed for the student who wishes to pursue a career as a professional composer or as a professor of composition or theory/composition. The student's creative skills are guided and developed through intense study in, and the practical application of, 20th and 21st Century art music, as well as practical skills in career management and concert production. The curriculum does not include significant study of, or 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 is often required.

Program Objectives

Students completing the Bachelor of Music in Composition will be able to:

- compose original music with a high level of technique for a variety of instrumental and vocal ensembles;
- have compositions performed in a variety of settings;
- demonstrate musicianship in solo and ensemble performances; and
- demonstrate knowledge of music theory, music history, world music and music technology.

Course and Credit Requirements for the Bachelor of Music in Composition Degree

1st year – Fall

APMC	103	Applied Composition*	3
AP**	101	Applied Minor	1.5
APCP	105	Basic Piano and Keyboard Harmony Skills I^ (excludes piano majors)	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	110	Concert Production Practicum I	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	17

1st year – Spring

APMC	103	Applied Composition*	3
AP**	101	Applied Minor	1.5
APCP	106	Basic Piano and Keyboard Harmony Skills II (excludes piano majors)	1.5
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Total	15.5

2nd year – Fall

APMC	203	Applied Composition*	3
AP**	201	Applied Minor	1.5
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPR	255	Sibelius ^(ALT)	2
MUTC	201	Chromatic Harmony and Compound Forms*	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	16

2nd year – Spring

APMC	203	Applied Composition*	3
AP**	201	Applied Minor	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (Domain 2)	1
MUTC	202	Post-Tonal Theory*	2
MUTC	209	Ear Training III*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16

3rd year – Fall

APMC	303	Applied Composition*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPR	351	MIDI and Electronic Music*	2
MUTC	403	Analysis and Forms*	3
MUTC	422	Instrumentation ^(ALT)	2
PRF	101	Performance Forum	.5
		Total	16

3rd year – Spring

APMC	303	Applied Composition*	3
MUCO	363	Choral Conducting	1.5
	or		
MUCO	364	Instrumental Conducting	
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective	3
MUPP	310	Concert Production Practicum II	.5
MUPP	341	Half Recital*	1
MUPR	352	Electronic Music Synthesis*	1
MUTC	408	16th Century Counterpoint ^{*(ALT)}	2
PRF	101	Performance Forum	.5
		The Nature of Science Elective (Domain 4)	3
		Total	16.5

4th year – Fall

APMC	403	Applied Composition*	3
MUTC	451	Popular Song and Jingle Writing I	2
MUTC		Music Theory Elective	2
MU**		Music Elective(s)	3
		Foreign Language Elective (Select from: French, German or Italian)	
		(Domain 7)	3
		Total	13

4th year – Spring

APMC	403	Applied Composition*	3
MUTC	452	Popular Song and Jingle Writing II	1
MULT	401	Symphonic Literature ^(ALT)	3
MUTC	409	18th Century Counterpoint ^{*(ALT)}	2
		Foreign Language Elective (Select from: French, German or Italian)	
		(Domain 7)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	15
		Degree Total	125

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Bachelor of Music in Jazz Studies

Robert Larson, Associate Professor of Music

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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 the ability to perform, arrange, and compose in a variety of contemporary styles emphasizing jazz and other related styles;
- demonstrate a knowledge of technology, including basic recording techniques and basic website development;
- demonstrate a knowledge of jazz pedagogy and skill in teaching jazz; and
- demonstrate a knowledge of music theory and music history.

Course and Credit Requirements for the Bachelor of Music in Jazz Studies Degree

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

1st year – Fall

APJ*	103	Applied Jazz Major*	3
AP**	101	Applied Classical Minor	1.5
APCP	105	Basic Piano and Keyboard Harmony Skills I^ (excludes jazz piano majors)	1.5
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MUEN		Ensemble (Domain 2)	1
MUPR	101	Recording Systems: Design and Application I	2
MUPR	111	Critical Listening	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total for Jazz Piano Majors	16
		Total for All Other Jazz Majors	17.5

1st year – Spring

APJ*	103	Applied Jazz Major*	3
AP**	101	Applied Classical Minor	1.5
APCP	106	Basic Piano and Keyboard Harmony Skills II (excludes jazz piano majors)	1.5
MUEN		Ensemble (Domain 2)	1

MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
		Total for Jazz Piano Majors	14
		Total for All Other Jazz Majors	15.5

2nd year – Fall

APJ*	203	Applied Jazz Major*	3
APJK	101	Applied Jazz Piano* (excludes jazz piano majors)	1.5
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
MUTC	311	Jazz Theory I	2
PRF	201	Health Issues for Artists	.5
		Total for Jazz Piano Majors	15.5
		Total for All Other Jazz Majors	17

2nd year – Spring

APJ*	203	Applied Jazz Major*	3
APJK	101	Applied Jazz Piano* (excludes jazz piano majors)	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
MUTC	312	Jazz Theory II	2
PRF	101	Performance Forum	.5
		Total for Jazz Piano Majors	16.5
		Total for All Other Jazz Majors	18

3rd year – Fall

APJ*	303	Applied Jazz Major*	3
APFL	101	Applied Flute* (jazz saxophone majors only)	1.5
	or		
APPD	101	Applied Performance Development* (jazz piano majors only)	
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MUEN		Ensemble (Domain 2)	1
MULT	432	Jazz History ^(ALT) (Domain 2)	3
MUPP	376	Jazz Improvisation I ^(ALT)	2
MUPR	351	MIDI and Electronic Music	2
PRF	101	Performance Forum	.5
		Total for Jazz Piano Majors	15.5
		Total for Jazz Saxophone Majors	15.5
		Total for All Other Jazz Majors	14

3rd year – Spring

APJ*	303	Applied Jazz Major*	3
APCL	101	Applied Clarinet* (jazz saxophone majors only)	1.5
	or		
APPD	101	Applied Performance Development* (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MUPP	341	Half Recital*	1
MUPP	377	Jazz Improvisation II ^(ALT)	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	
		(excludes jazz piano and saxophone majors)	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		The Nature of Science Elective (Domain 4)	3
		Total for Jazz Piano Majors	15
		Total for Jazz Saxophone Majors	15
		Total for All Other Jazz Majors	15.5

4th year – Fall

APJ*	403	Applied Jazz Major*	3
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
	or		
MUEN	375	Jazz Improvisation Laboratory (Domain 2)	
MUEN		Ensemble (Domain 2)	1
MUPP	303	Jazz Pedagogy ^(ALT)	1
MUPP	347	Jazz Repertoire I ^(ALT)	2
MUTC	413	Jazz Arranging and Composition	2
		Moral Reasoning Elective (Domain 5)	3
		Total	13

4th year – Spring

APJ*	403	Applied Jazz Major*	3
MUEN		Ensemble (Domain 2)	1
MUPP	348	Jazz Repertoire II ^(ALT)	2
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
MUPP	499	Individual Directed Research	2
MUTC	414	Advanced Jazz Arranging and Composition ^(ALT)	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	
		(jazz piano majors only)	3
		Total for Jazz Piano Majors	16
		Total for All Other Jazz Majors	13
		Degree Total for Jazz Piano Majors	121.5
		Degree Total for Jazz Saxophone Majors	124.5
		Degree Total for All Other Jazz Majors	123.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Bachelor of Music in Music Education

Jeffrey Marlatt, Associate Professor of Music
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The Bachelor of Music in Music Education curriculum is intended 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 degree program includes a balanced combination of courses, teaching experiences, and performance opportunities designed to foster and develop skills as musicians and teachers and prepare students for successful careers in music teaching.

Program Objectives

Students completing the Bachelor of Music in Music Education will be able to:

- demonstrate musicianship in solo and ensemble performance;
- demonstrate knowledge of music theory and music history;
- demonstrate knowledge of historical and contemporary concepts of the music teaching profession;
- design culturally responsive instruction to meet a variety of student needs utilizing 21st Century pedagogy; and
- lead learning experiences using appropriate techniques for elementary and secondary music students.

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 Sophomore Screening. BME students must pass the Virginia Communication and Literacy Assessment (VCLA) prior to the screening interview.

Sophomore Screening

The Sophomore Screening is conducted at the end of the fourth semester of study in the Bachelor of Music in Music Education curriculum. All students in the Music Education program are required to apply for candidacy to the teacher education licensure program. Faculty will conduct screening interviews for each student at the end of the sophomore year to assess whether the student's academic, personal and professional progress qualifies him/her for candidacy.

Students must complete the following requirements:

- demonstrate a consistent level of academic success in all coursework during semesters one through three;
- meet the minimum passing scores on the Praxis I Pre-Professional Skills Tests and remediation if necessary, or exemption criteria;
- meet minimum passing scores on the Virginia Communication and Literacy Assessment (VCLA);
- complete General Education requirements for Domains 1 and 3;
- complete the Child Abuse and Neglect Module;
- complete a criminal background check with no disqualifying offenses;
- complete a minimum of 20 hours of observation, meeting program criteria; and
- submit three professional recommendations for continuation in the program.

Additional requirements for the Sophomore Screening are detailed in the *Bachelor of Music in Music Education Handbook*.

Upon successful completion of the screening interview, BME students will be admitted as candidates to the teacher education licensure program. Students who do not satisfy the Sophomore Screening interview requirements will not be admitted into 300- or 400-level music education (MUED) coursework.

Course and Credit Requirements for the Bachelor of Music in Music Education Degree – Instrumental Classical Applied Emphasis

1st year – Fall

AP**	102	Applied Major*	3
APCP	105	Basic Piano Keyboard and Harmony Skills I^	1.5
or			
AP**	101	Applied Minor (keyboard majors only)	
MUED	102	Music Teaching Colloquium	0
MUED	130	The Musician Teacher* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
Total			17

1st year – Spring

AP**	102	Applied Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
or			
AP**	101	Applied Minor (keyboard majors only)	
MUED	102	Music Teaching Colloquium	0
MUED	135	Foundations of Education in Music* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUPP	314	String Teaching Techniques*	2
MUTC	102	Diatonic Harmony and Simple Forms*	3

MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	18

2nd year – Fall

AP**	202	Applied Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	235	Reading and Literacy in Music*	2
MUEN		Ensemble (Domain 2)	1
MUPP	216	Beginning Winds*	2
MUPP	233	Voice Class (Domain 2)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17.5

2nd year – Spring

AP**	202	Applied Major*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUED	102	Music Teaching Colloquium	0
MUED	236	Introduction to Curriculum and Assessment in Music Education*	3
MUEN		Ensemble (Domain 2)	1
MUPP	217	Intermediate Winds*	2
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
PSY	220	Child Development	3
		Total	18

3rd year – Fall

AP**	302	Applied Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	321	Pre-School and Elementary Choral/General Music Methods*	3
MUED	333	Field Experience I*	2
MUED	331	Teaching from the Podium I*	4
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	313	Percussion Teaching Techniques*	1
PRF	101	Performance Forum	.5
		Total	17.5

3rd year – Spring

AP**	302	Applied Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	332	Teaching from the Podium II*	4
MUED	334	Field Experience II*	2
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	341	Half Recital*	1
PRF	101	Performance Forum	.5
		Total	14.5

4th year – Fall

MUED	102	Music Teaching Colloquium	0
MUED	328	Ensembles in Contemporary Music Education*	2
MUED	335	Field Experience III*	2
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPP	320	Guitar Class (Domain 2)	1
		The Nature of Science Elective (Domain 4)	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	128.5

*Minimum grade of “C” required.

^Piano Proficiency Examination required.

All double reed majors may elect to register for MUPP 241 Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (.5 credit) in addition to the applied lesson.

Applied Minor Study – Keyboard Majors Only

Keyboard majors must complete two semesters of applied minor study on a single band or orchestral instrument in the classical idiom.

**Requirements for the Bachelor of Music in Music Education Degree
– Instrumental Jazz Applied Emphasis****1st year – Fall**

AP**	102	Applied Classical Major*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUED	102	Music Teaching Colloquium	0
MUED	130	The Musician Teacher* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	17

1st year – Spring

AP**	102	Applied Classical Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUED	102	Music Teaching Colloquium	0

MUED	135	Foundations of Education in Music* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUPP	314	String Teaching Techniques*	2
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	18

2nd year – Fall

APJ*	102	Applied Jazz Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	235	Reading and Literacy in Music*	2
MUEN		Ensemble (Domain 2)	1
MUPP	216	Beginning Winds*	2
MUPP	233	Voice Class (Domain 2)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17.5

2nd year – Spring

APJ*	102	Applied Jazz Major*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUED	102	Music Teaching Colloquium	0
MUED	236	Introduction to Curriculum and Assessment in Music Education*	3
MUEN		Ensemble (Domain 2)	1
MUPP	217	Intermediate Winds*	2
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
PSY	220	Child Development	3
		Total	18

3rd year – Fall

APJ*	202	Applied Jazz Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	331	Teaching from the Podium I*	4
MUEN	371	Jazz Combo Ensemble (Domain 2)	1
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	313	Percussion Teaching Techniques*	1
MUTC	311	Jazz Theory I	2
PRF	101	Performance Forum	.5
		Total	15.5

3rd year – Spring

APJ*	202	Applied Jazz Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	332	Teaching from the Podium II*	4
MUED	334	Field Experience II*	2

MUEN	371	Jazz Combo Ensemble (Domain 2)	1
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	341	Half Recital*	1
MUTC	312	Jazz Theory II	2
PRF	101	Performance Forum	.5
		Total	17.5

4th year – Fall

MUED	102	Music Teaching Colloquium	0
MUED	335	Field Experience III*	2
MULT	432	Jazz History ^(ALT) (Domain 2)	3
MUPP	320	Guitar Class (Domain 2)	1
MUTC	413	Jazz Arranging and Composition	2
		The Nature of Science Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	14

4th year – Spring

MUED	421	Directing Teaching in Elementary Music*	5
MUED	422	Directed Teaching in Secondary Music*	5
MUED	423	Student Teaching Seminar*	2
		Total	12
		Degree Total	129.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Requirements for the Bachelor of Music in Music Education Degree – Choral/General Applied Emphasis

1st year – Fall

AP**	102	Applied Major*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
		or	
APVO	101	Applied Voice (keyboard majors only)	
MUED	102	Music Teaching Colloquium	0
MUED	103	Musicking I*	1
MUED	130	The Musician Teacher* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	18

1st year – Spring

AP**	102	Applied Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
		or	
APVO	101	Applied Voice (keyboard majors only)	
MUED	102	Music Teaching Colloquium	0

MUED	103	Musicking I*	1
MUED	135	Foundations of Education in Music* (Domain 1)	2
MUEN		Ensemble (Domain 2)	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	17

2nd year – Fall

AP**	202	Applied Major*	3
APCP	205	Basic Piano and Keyboard Harmony Skills III	1.5
	or		
APVO	201	Applied Voice (keyboard majors only)	
MUED	102	Music Teaching Colloquium	0
MUED	103	Musicking I*	1
MUED	235	Reading and Literacy in Music*	2
MUEN		Ensemble (Domain 2)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17

2nd year – Spring

AP**	202	Applied Major*	3
APCP	206	Basic Piano and Keyboard Harmony Skills IV	1.5
	or		
APVO	201	Applied Voice (keyboard majors only)	
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUED	102	Music Teaching Colloquium	0
MUED	103	Musicking I*	1
MUED	236	Introduction to Curriculum and Assessment in Music Education*	3
MUEN		Ensemble (Domain 2)	1
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
PSY	220	Child Development	3
		Total	18.5

3rd year – Fall

AP**	302	Applied Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	303	Musicking II*	3
MUED	321	Pre-School and Elementary Choral/General Music Methods*	3
MUED	333	Field Experience I*	2
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
PRF	101	Performance Forum	.5
		Total	15.5

3rd year – Spring

AP**	302	Applied Major*	3
MUED	102	Music Teaching Colloquium	0
MUED	303	Musicking II*	3
MUED	334	Field Experience II*	2
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	304	The Musical Child*	2
MUPP	341	Half Recital*	1
PRF	101	Performance Forum	.5
		Total	15.5

4th year – Fall

MUED	102	Music Teaching Colloquium	0
MUED	335	Field Experience III*	2
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPP	304	The Musical Child*	2
MUPP	320	Guitar Class (Domain 2)	1
		The Nature of Science Elective (Domain 4)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	14

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	127.5

*Minimum grade of "C" required.

^Piano Proficiency Examination 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 and the ability to perform a wide range of repertoire in ensemble performances;
- demonstrate knowledge of music theory and music history; and
- demonstrate ability to accompany a variety of musical theatre styles.

Course and Credit Requirements for the Bachelor of Music in Musical Theatre Accompanying Degree

1st year – Fall

APPN	103	Applied Piano*	3
APVO	101	Applied Voice	1.5
DAPE		Dance Technique Elective - Ballet (Domain 2)	1
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16

1st year – Spring

APPN	103	Applied Piano*	3
APVO	101	Applied Voice	1.5
DAPE		Dance Technique Elective – Jazz (Domain 2)	1
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Total	15

2nd year – Fall

APPN	203	Applied Piano*	3
APJK	101	Applied Jazz Piano	1.5
APVO	201	Applied Voice	1.5
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	15.5

2nd year – Spring

APPN	203	Applied Piano*	3
APJK	101	Applied Jazz Piano	1.5
APVO	201	Applied Voice	1.5
DAPE		Dance Technique Elective – Tap (Domain 2)	1
MUEN		Ensemble (Domain 2)	1
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
		Total	15.5

3rd year – Fall

APAC	303	Applied Accompanying*	3
APJK	201	Applied Jazz Piano	1.5
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT	355	American Musical Theatre I (Domain 2)	3
MUTC	421	Arranging ^(ALT)	2
	or		
MUTC	422	Instrumentation ^(ALT)	
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

3rd year – Spring

APAC	303	Applied Accompanying*	3
APJK	201	Applied Jazz Piano	1.5
MUEN		Ensemble (Domain 2)	1
MULT	356	American Musical Theatre II	3
PRF	101	Performance Forum	.5
TH	149	Voice and Speech for Musical Theatre	3
TH	203	Acting Through Song (serving as accompanist)	3
		Total	15

4th year – Fall

APAC	403	Applied Accompanying*	3
MUEN		Ensemble (Domain 2)	1
MUPP	440	Full Recital ^{1*#}	2
MUTC	403	Analysis and Forms	3
TH	403	Advanced Acting Through Song I (serving as accompanist)	3
	or		
TH	404	Advanced Acting Through Song II (serving as accompanist)	
		The Nature of Science Elective (Domain 4)	3
		Total	15

4th year – Spring

APAC	403	Applied Accompanying*	3
MUEN		Ensemble (Domain 2)	1
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital**	2
BA	112	Mind of the Entrepreneur	3
	or		
TH	309	Preparation for the Theatre Profession	
		Moral Reasoning Elective (Domain 5)	3
		Total	13
		Degree Total	120.5

*Minimum grade of "C" required.

#Recitals are to be fulfilled by accompanying the main stage or second stage musical, Senior Repertoire and Industry Showcase, or the opera.

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

Bachelor of Music in Performance

Vocal: Michael Forest, Associate Professor of Music
Ruebush Hall, Room 203, (540) 665-5484, mforest@su.edu

Instrumental: Jan Wagner, Professor of Music
Armstrong Hall, Room 19, (540) 665-1291, jwagner@su.edu

Keyboard: John O'Connor, Distinguished Artist-in-Residence and Professor of Music
Ruebush Hall, Room 212, (540) 665-4628, joconor@su.edu

The Bachelor of Music in Performance curriculum is designed for the exceptionally talented performer seeking a career as a concert artist, and/or teaching in higher education, or as an independent music teacher. Exacting standards are required for such a career and performance students 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 and the ability to perform a wide range of repertoire in solo and ensemble performances at a superior level;
- demonstrate knowledge of music theory and music history;
- demonstrate knowledge of career options for a classical performer/teacher;
- demonstrate entrepreneurial and technologic skills required for the 21st Century classical performer/teacher.

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

1st year – Fall

APGT	103	Applied Guitar*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

APGT	103	Applied Guitar*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	14.5

2nd year – Fall

APGT	203	Applied Guitar*	3
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	16

2nd year – Spring

APGT	203	Applied Guitar*	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	2
PRF	101	Performance Forum	.5
		Total	14

3rd year – Fall

APGT	303	Applied Guitar*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT	435	Guitar Literature I ^(ALT)	2
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPP	301	Performance Seminar: Instrumental	.5
MU**		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
MUEN	368	Chamber Music (required if assigned)	
PRF	101	Performance Forum	.5
		Moral Reasoning Elective (Domain 5)	3
		Total	15.5

3rd year – Spring

APGT	303	Applied Guitar*	3
MUCO	364	Instrumental Conducting	1.5
MUEN		Ensemble (Domain 2)	1
MULT	401	Symphonic Literature ^(ALT)	3
MULT	436	Guitar Literature II ^(ALT)	2
MUPP	301	Performance Seminar: Instrumental	.5
MUPP	341	Half Recital*	1
MU**		Music Elective(s) (may include content, performance or skill-based instruction; may not include applied study)	2

MU**		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
MUEN	368	Chamber Music (required if assigned)	
PRF	101	Performance Forum	.5
		Total	15.5

4th year – Fall

APGT	403	Applied Guitar*	3
MUEN		Ensemble (Domain 2)	1
MUPP	301	Performance Seminar: Instrumental	.5
MUPP	406	Guitar Pedagogy I ^(ALT)	2
MUTC	403	Analysis and Forms	3
MUTC		Music Theory Elective	2
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
MUEN	368	Chamber Music (required if assigned)	
		The Nature of Science Elective (Domain 4)	3
		Total	15.5

4th year – Spring

APGT	403	Applied Guitar*	3
MUEN		Ensemble (Domain 2)	1
MULT	428	Chamber Music Literature ^(ALT)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUPP	407	Guitar Pedagogy II ^(ALT)	2
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
MUEN	368	Chamber Music (required if assigned)	
		Total	13.5
		Degree Total	120

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

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

1st year – Fall

APPN	103	Applied Piano*	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	239	Vocal Accompaniment	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15

1st year – Spring

APPN	103	Applied Piano*	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	239	Vocal Accompaniment	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	14

2nd year – Fall

APPN	203	Applied Piano*	3
AP**	101	Applied Minor (Select from: harpsichord, jazz piano or organ)	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	107	Keyboard Harmony and Improvisation I	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	15.5

2nd year – Spring

APPN	203	Applied Piano*	3
AP**	101	Applied Minor (Select from: harpsichord, jazz piano or organ)	1.5
MUEN	368	Chamber Music (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	108	Keyboard Harmony and Improvisation II	1
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	14.5

3rd year – Fall

APPN	303	Applied Piano*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	368	Chamber Music (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MULT	411	Piano Literature I ^(ALT) (Domain 2)	2
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	365	Vocal Repertoire for Pianists and Singers I ^(ALT)	1
PRF	101	Performance Forum	.5
		Foreign Language Elective	3
		(Select from: French, German, or Italian) (Domain 7)	
		Total	15.5

3rd year – Spring

APPN	303	Applied Piano*	3
MUEN	368	Chamber Music (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MULT	412	Piano Literature III(ALT)	2
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	341	Half Recital*	1
MUPP	366	Vocal Repertoire for Pianists and Singers II(ALT)	1
PRF	101	Performance Forum	.5
		Foreign Language Elective	3
		(Select from: French, German, or Italian) (Domain 7)	
		Total	15

4th year – Fall

APPN	403	Applied Piano*	3
MUEN	368	Chamber Music (Domain 2)	1
MULT	441	The Piano Concerto(ALT)	2
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	331	Piano Pedagogy I(ALT)	2
MUTC	403	Analysis and Forms	3
MUTC		Music Theory Elective	2
		The Nature of Science Elective (Domain 4)	3
		Total	16.5

4th year – Spring

APPN	403	Applied Piano*	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	333	Piano Pedagogy II(ALT)	2
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
		Music Elective(s)	3
		(not to include performance or skill-based instruction)	
		Moral Reasoning Elective (Domain 5)	3
		Total	15.5
		Degree Total	121.5

*Minimum grade of "C" required.

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

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	1.5
MUEN		Ensemble (4 semesters of choral ensemble required) (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	101	Introduction to Music Theory*	3
MUTC	107	Keyboard Harmony and Improvisation I	1
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

APOG	103	Applied Organ*	3
APPN	101	Applied Piano	1.5
MUEN		Ensemble (4 semesters of choral ensemble required) (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	108	Keyboard Harmony and Improvisation II	1
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

2nd year – Fall

APOG	203	Applied Organ*	3
APPN	201	Applied Piano	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (4 semesters of choral ensemble required)(Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	331	Piano Pedagogy I ^(ALT)	2
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	16.5

2nd year – Spring

APOG	203	Applied Organ*	3
APPN	201	Applied Piano	1.5
MUEN		Ensemble (4 semesters of choral ensemble required) (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	333	Piano Pedagogy II ^(ALT)	2
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	15.5

3rd year – Fall

APOG	303	Applied Organ*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MULT	407	Organ Literature I ^(ALT)	2
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	341	Half Recital*	1
PRF	101	Performance Forum	.5
		Foreign Language Elective	3
		(Select from: French, German or Italian) (Domain 7)	
		Total	15.5

3rd year – Spring

APOG	303	Applied Organ*	3
MUCO	363	Choral Conducting	1.5
	or		
MUCO	364	Instrumental Conducting	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MULT	408	Organ Literature II ^(ALT)	2
MUPP	302	Performance Seminar: Keyboard	.5
PRF	101	Performance Forum	.5
		Foreign Language Elective	3
		(Select from: French, German or Italian) (Domain 7)	
		Total	14.5

4th year – Fall

APOG	403	Applied Organ*	3
MUEN		Ensemble (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	403	Analysis and Forms	3
MU**		Music Elective(s) (not to include performance of skill-based instruction)	3
		The Nature of Science Elective (Domain 4)	3
		Total	13.5

4th year – Spring

APOG	403	Applied Organ*	3
MUEN		Ensemble (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
		Moral Reasoning Elective (Domain 5)	3
		Open Elective(s)	4
		Total	14.5
		Degree Total	122

*Minimum grade of "C" required.

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

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

1st year – Fall

APVO	103	Applied Voice*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I [^]	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	263	Singer's Diction I	1
MUPP	300	Performance Seminar: Voice	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	16.5

1st year – Spring

APVO	103	Applied Voice*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	264	Singer's Diction II	1
MUPP	300	Performance Seminar: Voice	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	15.5

2nd year – Fall

APVO	203	Applied Voice*	3
APCP	205	Basic Piano and Keyboard Harmony Skills III	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (Domain 2)	1
MUPP	270	Opera Studio	1
MUPP	300	Performance Seminar: Voice	.5
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Foreign Language Elective: German (Domain 7)	3
		Total	18.5

2nd year – Spring

APVO	203	Applied Voice*	3
APCP	206	Basic Piano and Keyboard Harmony Skills IV	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	300	Performance Seminar: Voice	.5
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
TH	113	Basic Acting for Non-Majors I (Domain 1)	3
		Foreign Language Elective: German (Domain 7)	3
		Total	16.5

3rd year – Fall

APVO	303	Applied Voice*	3
APCH	101	Applied Coaching*	1.5
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	300	Performance Seminar: Voice	.5
PRF	101	Performance Forum	.5
		Vocal Performance Elective – Select from:	1
		MUEN Ensemble	
		MUPP 370 Opera Theatre Ensemble	
		MUPP 371 Chamber Opera Production	
		TH 399 Theatre Production	
		Foreign Language Elective: French (Domain 7)	3
		Total	14

3rd year – Spring

APVO	303	Applied Voice*	3
APCH	101	Applied Coaching*	1.5
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	300	Performance Seminar: Voice	.5
MUPP	341	Half Recital*	1
MUPP	355	Introduction to Vocal Pedagogy ^(ALT)	2
PRF	101	Performance Forum	.5
		Vocal Performance Elective – Select from:	1
		MUEN Ensemble	
		MUPP 370 Opera Theatre Ensemble	
		MUPP 371 Chamber Opera Production	
		TH 399 Theatre Production	
		Foreign Language Elective: French (Domain 7)	3
		Total	15.5

4th year – Fall

APVO	403	Applied Voice*	3
APCH	201	Applied Coaching*	1.5
MULT	433	Survey of Vocal Literature ^(ALT)	3
MUPP	300	Performance Seminar: Voice	.5
MUTC	403	Analysis and Forms	3
		Vocal Performance Elective – Select from:	1
		MUEN Ensemble	
		MUPP 370 Opera Theatre Ensemble	
		MUPP 371 Chamber Opera Production	
		TH 399 Theatre Production	
		The Nature of Science Elective (Domain 4)	3
		Total	15

4th year – Spring

APVO	403	Applied Voice*	3
APCH	201	Applied Coaching*	1.5
MULT	420	Opera Literature ^(ALT)	3
MUPP	300	Performance Seminar: Voice	.5
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
		Vocal Performance Elective – Select from:	1
		MUEN Ensemble	
		MUPP 370 Opera Theatre Ensemble	
		MUPP 371 Chamber Opera Production	
		TH 399 Theatre Production	
		Moral Reasoning Elective (Domain 5)	3
		Total	15
		Degree Total	126.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Language Requirements

A minimum of four semesters of foreign language are required. Students must register for Beginning Italian I if offered; otherwise, two semesters of French and two semesters of German are required.

Vocal Performance Electives

Students' placement in the opera, chamber opera, or ensemble will be decided by audition. Enrollment is required each semesters of the junior and senior years.

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
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15.5

1st year – Spring

AP**	103	Applied Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
MUEN		Ensemble (Domain 2)	1
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
MU**		Music Elective(s) (may include content, performance, or skill-based instruction; may not include applied study)	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Total	16.5

2nd year – Fall

AP**	203	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	2
PRF	201	Health Issues for Artists	.5
		Total	15

2nd year – Spring

AP**	203	Applied Major*	3
DAPE	281	Movement for Musicians	1
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3
MUEN		Ensemble (Domain 2)	1
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	

		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
PRF	101	Performance Forum	.5
		Total	16

3rd year – Fall

AP**	303	Applied Major*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUTC		Music Theory Elective	2
MU**		Music Elective(s) (may include content, performance, or skill-based instruction; may not include applied study)	2
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
		MUEN 368 Chamber Music (required if assigned)	
PRF	101	Performance Forum	.5
		Total	14.5

3rd year – Spring

AP**	303	Applied Major*	3
APTT	101	Applied Teaching Techniques	1.5
MUCO	364	Instrumental Conducting	1.5
MUEN		Ensemble (Domain 2)	1
MULT	401	Symphonic Literature ^(ALT)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUPP	341	Half Recital*	1
MU**		Music Elective(s) (not to include performance or skill-based instruction)	2
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1
	or		
		MUEN 368 Chamber Music (required if assigned)	
PRF	101	Performance Forum	.5
		Total	15

4th year – Fall

AP**	403	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT		Departmental Literature – Select from: ^(ALT)	3
		MULT 403 Brass Literature	
		MULT 409 Percussion Literature	
		MULT 413 Woodwind Literature	
		MULT 417 String Literature	
MUPP	301	Performance Seminar: Instrumental	.5
MUTC	403	Analysis and Forms	3
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1

or

MUEN 368 Chamber Music (required if assigned)	3
The Nature of Science Elective (Domain 4)	
Total	14.5

4th year – Spring

AP**	403	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	428	Chamber Music Literature ^(ALT)	3
MUPP	301	Performance Seminar: Instrumental	.5
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
		Music Elective (may include content, performance or skill-based instruction; may not include applied study)	1

or

MUEN 368 Chamber Music (required if assigned)	
Moral Reasoning Elective (Domain 5)	3
Total	14.5
Degree Total	121.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

All double reed majors may elect to register for MUPP 241 Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (.5 credit) in addition to the applied lesson.

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 performer seeking a career in the fields of chamber music and vocal/instrumental accompanying. Exacting standards are required for such a career and performance students 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 and the ability to perform a wide range of repertoire in solo and ensemble performances at a superior level.
- demonstrate knowledge of music theory and music history;
- demonstrate knowledge of career options for a classical performer/teacher; and
- demonstrate entrepreneurial and technological skills required for the 21st Century classical performer/teacher.

Course and Credit Requirements for the Bachelor of Music in Collaborative Piano Degree

1st year – Fall

APAC	103	Applied Accompanying*	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	239	Vocal Accompaniment	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	101	Introduction to Music Theory*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	15

1st year – Spring

APAC	103	Applied Accompanying*	3
MUEN	368	Chamber Music (Domain 2)	1
MUPP	239	Vocal Accompaniment	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
PRF	101	Performance Forum	.5
		Quantitative Literacy Elective (Domain 3)	3
		Moral Reasoning Elective (Domain 5)	3
		Total	17

2nd year – Fall

APAC	203	Applied Accompanying*	3
AP**	101	Applied Minor (Select from: harpsichord, jazz piano, organ or voice (voice minor screening is required.)	1.5
AMGT	312	Arts Marketing and Audience Engagement (Domain 1 or 6)	3

MUEN	368	Chamber Music (Domain 2)	1
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
PRF	201	Health Issues for Artists	.5
		Total	14.5

2nd year – Spring

APAC	203	Applied Accompanying*	3
AP**	101	Applied Minor (Select from: harpsichord, jazz piano, organ or voice (voice minor screening is required.))	1.5
MUEN	368	Chamber Music (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUPP	302	Performance Seminar: Keyboard	.5
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
MU**		Music Elective(s) (may include content, performance or skill-based instruction; may not include applied study)	2
PRF	101	Performance Forum	.5
		Total	15.5

3rd year – Fall

APAC	303	Applied Accompanying*	3
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MUEN	368	Chamber Music (Domain 2)	1
MULT		Music Literature Elective – Select from: MULT 210 Survey of Early Music MULT 270 Introduction to Indigenous Music Cultures MULT 271 Women in Music MULT 432 Jazz History MULT 495 Special Topics	3
MUPP	263	Singer's Diction I	1
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	365	Vocal Repertoire for Pianists and Singers I ^(ALT)	1
PRF	101	Performance Forum	.5
		Foreign Language Elective (Select from: French, German or Italian) (Domain 7)	3
		Total	14.5

3rd year – Spring

APAC	303	Applied Accompanying*	3
MUEN	368	Chamber Music (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUPP	264	Singer's Diction II	1
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	341	Half Recital*	1
MUPP	366	Vocal Repertoire for Pianists and Singers II ^(ALT)	1
PRF	101	Performance Forum	.5
		Foreign Language Elective (Select from: French, German or Italian) (Domain 7)	3
		Total	14

4th year – Fall

APAC	403	Applied Accompanying*	3
MUEN	368	Chamber Music (Domain 2)	1
MULT	434	The Piano in Chamber Literature ^(ALT)	2
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	440	Full Recital*	2
MUTC	403	Analysis and Forms	3
MU**		Music Elective(s) (not to include performance or skill-based instruction)	3
		Total	14.5

4th year – Spring

APAC	403	Applied Accompanying*	3
MUEN	368	Chamber Music (Domain 2)	1
MULT	420	Opera Literature ^(ALT)	3
MUPP	302	Performance Seminar: Keyboard	.5
MUPP	400	The Performer in the 21st Century	1
MUPP	440	Full Recital*	2
MU**		Music Elective(s) (not to include performance or skill-based instruction)	2
		The Nature of Science Elective (Domain 4)	3
		Total	15.5
		Degree Total	120.5

*Minimum grade of "C" required.

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

Bachelor of Music Therapy

Daniel Tague, Assistant Professor of Music
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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 music foundations central to the practice of music therapy;
- use a variety of music therapy methods for clinical settings;
- implement music therapy services across distinct population groups; and
- document music therapy services according to assessment, implementation, and evaluation.

Sophomore Screening

The Sophomore Screening is conducted at the end of the fourth semester of study in the Bachelor of Music Therapy curriculum. Faculty will examine each student's progress in music therapy coursework and progress toward the Professional Competencies as outlined by the American Music Therapy Association at the end of the sophomore year, leading to decisions regarding the student's continuation in the program.

Students must complete the following requirements:

- demonstrate a consistent level of academic success in all coursework, and particularly music therapy coursework, during semesters one through three;
- demonstrate current musicianship skills consistent with successful completion of MUTH 106, Music Therapy Musicianship, in voice, guitar percussion and piano;
- complete a criminal background check with no disqualifying offenses;
- submit three professional recommendations for continuation in the program; and
- submit a professional resume of educational and pre-professional activities to date.

Additional requirements for the Sophomore Screening are detailed in the *Bachelor of Music Therapy Handbook*.

Students who do not satisfy the Sophomore Screening requirements will not be admitted into 300- or 400-level music therapy (MUTH) coursework.

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.

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

1st year – Fall

AP**	102	Applied Major*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
	or		
AP**	101	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
MUTH	105	Introduction to Music Therapy*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
		Total	18

1st year – Spring

AP**	102	Applied Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
AP**	101	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MUTC	102	Diatonic Harmony and Simple Forms *	3
MUTC	109	Ear Training I*	2
MUTH	106	Music Therapy Musicianship*	3
PRF	101	Performance Forum	.5
PSY	101	General Psychology (Domain 6)	3
		Total	17

2nd year – Fall

AP**	202	Applied Major*	3
APCP	205	Basic Piano Keyboard and Harmony Skills III	1.5
	or		
AP**	201	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MUPP	233	Voice Class (non-voice majors/minors only) (Domain 2)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
MUTH	221	Standards of Clinical Practice* (Domain 1)	3
PRF	201	Health Issues for Artists	.5
		Total for Voice Majors/Minors	14
		Total for Non-Voice Majors/Minors	15

2nd year – Spring

AP**	202	Applied Major*	3
APCP	206	Basic Piano and Keyboard Harmony Skills IV	1.5
	or		
AP**	201	Applied Minor (keyboard majors only)	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
MUTH	206	Music Therapy Methods*	3

PRF	101	Performance Forum	.5
		Total	16
3rd year – Fall			
AP**	302	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUTH	373	Music Therapy Practicum I*	3
PRF	101	Performance Forum	.5
PSY	310	Abnormal Psychology	3
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5
3rd year – Spring			
AP**	302	Applied Major*	3
MUEN		Ensemble (Domain 2)	1
MUPP	341	Half Recital*	1
MUTH	331	Psychology of Music* (Domain 6)	3
MUTH	374	Music Therapy Practicum II*	3
PRF	101	Performance Forum	.5
		Clinical Foundation Elective – Select from:	3
		BIO 201 Medical Terminology	
		MUTH 495 Special Topics	
		SOC 101 Introduction to Sociology	
		PSY Elective	
		(or additional electives approved by advisor)	
MATH	207	Introduction to Statistics (Domain 3)	3
		Total	17.5
4th year – Fall			
MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MULT		Music Literature Elective – Select from:	3
		MULT 210 Survey of Early Music	
		MULT 270 Introduction to Indigenous Music Cultures	
		MULT 271 Women in Music	
		MULT 432 Jazz History	
		MULT 495 Special Topics	
MUTH	401	Music Therapy Seminar*	2
MUTH	473	Music Therapy Practicum III*	3
		Clinical Foundation Elective – Select from:	3
		BIO 201 Medical Terminology	
		MUTH 495 Special Topics	
		SOC 101 Introduction to Sociology	
		PSY Elective	
		(or additional electives approved by advisor)	
BIO	231	Human Anatomy and Physiology I (Domain 4)	4
		Total	16.5

4th year – Spring

MUTH	482	Music Therapy Internship*	12
	or		
MUTH	483	Music Therapy Internship I* and	3
MUTH	484	Music Therapy Internship II* and	3
MUTH	485	Music Therapy Internship III* and	3
MUTH	486	Music Therapy Internship IV*	3
	Total		12
	Degree Total for Voice Majors/Minors		127.5
	Degree Total for Non-Voice Majors/Minors		128.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

All double reed majors may elect to register for MUPP 241 Oboe Reed Making (.5 credit) or MUPP 242 Bassoon Reed Making (.5 credit) in addition to the applied lesson.

Applied Minor Study – Keyboard Majors Only

Keyboard majors must complete four semesters of applied minor study on one of the following instruments: harpsichord, jazz piano, organ or voice (voice minor screening is required).

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

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

1st year – Fall

APJ*	102	Applied Jazz Major*	3
APCP	105	Basic Piano and Keyboard Harmony Skills I^	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MUTC	101	Introduction to Music Theory*	3
MUTH	105	Introduction to Music Therapy*	3
PRF	101	Performance Forum	.5
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
	Total		18

1st year – Spring

APJ*	102	Applied Jazz Major*	3
APCP	106	Basic Piano and Keyboard Harmony Skills II	1.5
	or		
APPD	101	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MUTC	102	Diatonic Harmony and Simple Forms*	3
MUTC	109	Ear Training I*	2
MUTH	106	Music Therapy Musicianship*	3
PRF	101	Performance Forum	.5
PSY	101	General Psychology (Domain 6)	3
	Total		17

2nd year – Fall

APJ*	202	Applied Jazz Major*	3
APJK	101	Applied Jazz Piano (recommended)	1.5

	or		
APCP	205	Basic Piano and Keyboard Harmony Skills III	
	or		
APPD	201	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MUPP	233	Voice Class (Domain 2)	1
MUTC	201	Chromatic Harmony and Compound Forms	3
MUTC	208	Ear Training II*	2
MUTH	221	Standards of Clinical Practice* (Domain 1)	3
PRF	201	Health Issues for Artists	.5
		Total	15

2nd year – Spring

APJ*	202	Applied Jazz Major*	3
APJK	101	Applied Jazz Piano (recommended)	1.5
	or		
APCP	206	Basic Piano and Keyboard Harmony Skills IV	
	or		
APPD	201	Applied Performance Development (jazz piano majors only)	
MUEN		Ensemble (Domain 2)	1
MULT	211	Core Western Music History I (Domain 6)	3
MUTC	202	Post-Tonal Theory	2
MUTC	209	Ear Training III	2
MUTH	206	Music Therapy Methods*	3
PRF	101	Performance Forum	.5
		Total	16

3rd year – Fall

APJ*	302	Applied Jazz Major*	3
MUEN		Ensemble (Domain 2)	1
MULT	212	Core Western Music History II (Domain 6)	3
MUTH	373	Music Therapy Practicum I*	3
PRF	101	Performance Forum	.5
PSY	310	Abnormal Psychology	3
		Moral Reasoning Elective (Domain 5)	3
		Total	16.5

3rd year – Spring

APJ*	302	Applied Jazz Major*	3
MUEN		Ensemble (Domain 2)	1
MUPP	341	Half Recital*	1
MUTH	331	Psychology of Music* (Domain 6)	3
MUTH	374	Music Therapy Practicum II*	3
PRF	101	Performance Forum	.5
		Clinical Foundation Elective – Select from:	3
		BIO 201 Medical Terminology	
		MUTH 495 Special Topics	
		SOC 101 Introduction to Sociology	
		PSY Elective	
		(or additional electives approved by advisor)	
MATH	207	Introduction to Statistics (Domain 3)	3
		Total	17.5

4th year – Fall

MUCO	361	Beginning Choral and Instrumental Conducting*	1.5
MULT	432	Jazz History ^(ALT) (Domain 2)	3
MUTH	401	Music Therapy Seminar*	2
MUTH	473	Music Therapy Practicum III*	3
		Clinical Foundation Elective – Select from:	3
		BIO 201 Medical Terminology	
		MUTH 495 Special Topics	
		SOC 101 Introduction to Sociology	
		PSY Elective	
		(or additional electives approved by advisor)	
BIO	231	Human Anatomy and Physiology I (Domain 4)	4
		Total	16.5

4th year – Spring

MUTH	482	Music Therapy Internship*	12
		or	
MUTH	483	Music Therapy Internship I* and	3
MUTH	484	Music Therapy Internship II* and	3
MUTH	485	Music Therapy Internship III* and	3
MUTH	486	Music Therapy Internship IV*	3
		Total	12
		Degree Total	128.5

*Minimum grade of "C" required.

^Piano Proficiency Examination required.

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

Bachelor of Science in Arts Management

Admission to the BS in Arts Management degree was suspended in 2013. Applications are no longer being accepted for this program.

The Certificate in Church Music

J. Thomas Mitts, Associate Professor of Music
 Ruebush Hall, Room 140, (540) 665-4633, tmitts@su.edu

The undergraduate Certificate in Church Music is designed to develop basic skills for church musicians and is offered in week-long summer sessions over three consecutive summers.

Program Objectives

Students completing the Certificate in Church Music will be able to:

- demonstrate knowledge of repertoire for liturgical settings;
- demonstrate the ability to lead a rehearsal and the music component of a church service;
- demonstrate knowledge of music history, world music and music technology; and
- demonstrate the ability to express ideas orally and in writing.

Course and Credit Requirements for the Certificate in Church Music

Course	Title		Credit Hours
MUCH 331	Church Music I		3
MUCH 332	Church Music II		3
MUCH 333	Church Music III		3
MUCH 334	Church Music IV		3
MUCH 335	Church Music V		3
MUCH 336	Church Music VI		3
	Total		18

The Certificate in Ethnomusicology

Admission to the Certificate in Ethnomusicology was suspended in 2013. Applications are no longer being accepted for this program.

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	211	Core Western Music History I (Domain 6)	3
MULT	212	Core Western Music History II (Domain 6)	3
MUTC	101	Introduction to Music Theory*	3
MUTC	102	Diatonic Harmony and Simple Forms*	3
PRF	101	Performance Forum	.5
PRF	101	Performance Forum	.5
		Music Electives: Select from three of the following areas	9
AP**	101	Applied Minor Study – 2 semesters maximum (audition required prior to registration for juried study)	
MUEN		Ensemble (audition required for ensemble placement)	
MULT		Music Literature Elective(s)	
MUTC		Music Theory Elective(s)	
		Total	22

*Minimum grade of "C" required.

Courses Required for the Jazz Minor

Admission to the minor in Jazz was suspended in 2013. Applications are no longer being accepted for this program.

Courses Required for the Arts Management Minor

Admission to the minor in Arts Management was suspended in 2013. Applications are no longer being accepted for this program.

Courses Required for the Dance Minor

Course		Title	Credit Hours
DA	351	Dance Production I	1
DA	353	Dance Production III	1
		Dance Theory Electives – Select two from:	6
DA	260	Movement and Dance for Children	
DA	371	Dance Science: Kinesiology ^(ALT)	
DA	471	History and Philosophy of Dance I ^(ALT) (Domain 7)	
DA	472	History and Philosophy of Dance II ^(ALT)	
		Dance Technique Electives (DA or DAPE) – Select from the following:	6
		Ballet, Modern, Jazz, Tap, Pilates, Social Dance, Contact Improvisation and Special Topics	
		Dance Electives (theory, technique or performance)	6
		Total	20

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

Courses Required for the Theatre Minor

Course	Title	Credit Hours
TH 111	Stage Lighting	3
TH 112	Stage Craft	3
TH 113	Basic Acting for Non-Majors I (Domain 1)	3
TH 131	Stage Costuming	3
TH 141	Theatrical Stage Makeup	1
TH 207	Stage Management I	3
or		
TH 208	Script Analysis (Domain 2)	
	Theatre History Elective – Select from:	3
	TH 351 History of Theatre I (Domain 2 or 7)	
	TH 352 History of Theatre II (Domain 2 or 7)	
	TH 355 American Musical Theatre I (Domain 2)	
	TH 356 American Musical Theatre II	
	Total	19

ELEANOR WADE CUSTER SCHOOL OF NURSING

Kathryn M. Ganske, Dean
Health & Life Sciences Building, Office 115
(540) 678-4374

Mission

The mission of the School of Nursing (SON) 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 SON 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 SON undergraduate program is approved by the Virginia Board of Nursing, Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463; (804) 367-4515; 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
- Veteran to BSN Specialization
- Registered nurse to BSN

The curriculum highlights the art and science of nursing and includes experiences in the classroom, clinical sites, and local and global communities. 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 *School of Nursing Student Handbook*. Students must meet the Technical Standards for Nursing as described in the *School of Nursing Student Handbook* and listed below.

Essential Qualifications for Candidates for Admission, Progression and Graduation

Nursing technical standards for admission establish expectations and abilities considered essential for students admitted to the nursing program in order to meet theoretical and clinical course objectives required to achieve the level of competency necessary for graduation and practice of essential functions as a registered nurse. All students admitted to nursing are expected to be able to demonstrate the abilities specified throughout their program of study.

Students must demonstrate the ability to function competently in a variety of clinical situations and to provide a broad spectrum of care. Students who require technological support or other accommodations must be able to perform in a reasonably independent and timely manner that does not affect the quality of care, the safety of patients or other individuals, and in a manner that does not impose undue hardship on the School of Nursing or other members of the health care team.

Use of trained intermediaries to carry out functions described in technical standards is not permitted. A student's judgment and skills may not be mediated by reliance upon someone else's power of selection, observation, or clinical ability.

Students must satisfy the following with or without reasonable accommodation, in order to be admitted, progress, and graduate:

Sensory/Observation

- Must have functional use of the senses of touch, speech, smell, hearing, and vision.
- Must be able to observe patients to assess their health status accurately, including verbal and nonverbal signals such as facial expressions, gestures, temperature, position, equilibrium, and movement.
- Must hear and see signals from monitoring equipment.
- Must be able to elicit, transmit, and record patient data and other information from faculty, classmates, clinicians, and other personnel, and family members using the English language orally and in writing.

Motor Skills

- Must demonstrate sufficient manual dexterity and other motor skills to execute movements reasonably required to engage in assessment and patient care procedures, including palpation, auscultation, percussion, administration of medication, and emergency interventions such as cardiopulmonary resuscitation, application of pressure to stop bleeding, and suction of obstructed airways.
- Clinical settings may require the ability to carry and lift loads from the floor; from 12 inches from the floor; to shoulder height and overhead.
- Must be able to occasionally lift 50 pounds, frequently lift 25 pounds, and constantly lift 10 pounds.
- Must be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.
- Must have the capability to navigate easily and quickly in small spaces in order to execute appropriate care to a patient.
- Must have the ability, within reasonable limits, to safely assist a patient in moving, for example from a chair to a bed, or from a wheel chair to a commode.
- Must have a reliable means of transportation in order to travel to educational experiences off campus for clinical experiences.

Cognitive

- Must be able to measure, calculate, analyze, integrate, and synthesize data accurately and make decisions that reflect consistent and thoughtful deliberation of appropriate data.
- Must be able to quickly read and comprehend extensive written material.
- Must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

Communication

- Must possess interpersonal skills sufficient to communicate effectively with students, patients, families, faculty, colleagues, and other professionals of diverse religious, cultural, or social backgrounds.
- Must be able to clearly express his or her ideas and feelings and demonstrate a willingness and ability to give and receive feedback.
- Must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain alternative solutions, and give directions during treatment and post treatment.
- Must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. Appropriate communication may rely on the individual's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Behavioral/Emotional

- Must possess the emotional health required for the full utilization of his or her intellectual abilities, exercise good judgment, and provide prompt completion of all responsibilities related to the diagnosis and care of patients and families.
- Must be able to maintain mature, sensitive, and effective relationships with patients, family, other students, faculty, staff and other professionals under all circumstances including stressful situations.
- Must have the emotional stability to function effectively under stress and able to adapt to an environment that may change rapidly without warning or in unpredictable ways.
- Must be able to experience and effectively communicate empathy in sharing the situations and experiences of others.
- Must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with patients, families, and others. The student must be able and willing to examine and change his or her behavior when it interferes with productive individual and/or team relationships.
- Must possess skills and experience necessary for effective relationships in diverse academic and working environments.

Professional Conduct

- Must possess the ability to reason morally and practice nursing in an ethical manner.
- Must be willing to learn and abide by professional standards of practice.
- Must possess personal qualities that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Must be able to engage in patient care delivery in all settings and to all patient populations regardless of age, ethnicity, gender, disability or any other basis protected by law.

All students must meet the essential requirements of the program as outlined in the Technical Standards for Nursing. Reasonable accommodations will be granted to qualified students with disabilities to the extent the accommodation will enable them to perform the essential functions of the program and will not create an undue hardship – however no accommodations are given that will alter the essential program requirements. Therefore all students must pass all courses at an acceptable level and master all essential clinical competencies as established by the nursing program. Questions regarding the technical standards for nursing should be directed to the Dean of the School of Nursing.

While the nursing program requires students to have essential skills for the program, the program has a duty to accommodate where accommodations can be had, and that accommodation process is based upon an individualized assessment of the applicant/student. Therefore, it is advised that students with disabilities must register with the Office of Learning Resources and Services before any accommodations can be granted to the student. Revealing a disability is voluntary and student disability information is handled in a confidential manner. Reasonable accommodations will be made to comply

with the university's responsibilities to facilitate equal access to university programs, events, activities, and services for students with disabilities according to the legal, ethical, and philosophical principles of Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA). For any questions regarding disability service, please contact the Director of Learning Resources and Services.

In addition to the SU policy on Accommodation of Persons with Disabilities in the university catalog, the SON supports the guidelines for ADA set forth by the National Council of State Boards of Nursing (NCSBN). These guidelines serve to guide applicants and students of nursing in understanding what functions, standards and competencies will be required of them during their course of study and whether or not some accommodations will be necessary in order for them to be successful. The NCSBN has offered a perspective on core licensure requirements at the following website: www.ncsbn.org/271.htm.

Students 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 the course of study in their nursing education program. At the time of application for licensure, applicants 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 accredited institutions of higher education. Transfer of nursing credits will be evaluated and awarded on an individual basis. Students who have been dismissed from another program of nursing are not eligible for admission to the Shenandoah University School 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 School 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.
- Veteran to BSN (V-BSN) applicants with experience in the health care field and evidence of applicable academic coursework and clinical experience, may request to be considered for course challenge/advanced placement credit for nursing courses. The V-BSN Evaluation Team will review the student's college and/or military transcripts to determine a student's eligibility to challenge courses or test for advanced placement.

The deadline for nursing transfer credit consideration is July 1st for acceptance in the fall semester and by November 1st for spring semester.

Once students are admitted into the Shenandoah University undergraduate nursing program, all nursing courses with an N prefix must be taken within the School of Nursing. Courses completed prior to admission to Shenandoah University will be evaluated on an individual basis.

For further information contact nursing @su.edu

School of Nursing Academic Progression Policy

Please see the SON Student Handbook.

Grading Criteria

Grading criteria of the SON 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 SON students. Refer to the Professional Behavior and Safety Performance section in the *SON 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 dean of the School 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-and-Pharmacy-Student-Health-form-2011-2012.pdf
3. Criminal background check, fingerprinting and random urine drug screen as directed by the SON.

The SON tries to limit student expenses. However, students will encounter fees or expenses in the following areas:

Textbooks

Lab coats/uniforms

Campus learning laboratory equipment

IM Learning Technology fee each semester: The technology fee provides a laptop computer; selected software, insurance and hardware and software support

Standardized tests

Photocopying on campus

Technology fee each semester: The technology fee provides a laptop computer; selected software, insurance and hardware and software support

Lab and clinical course fees

Nursing Curriculum Requirements

The following undergraduate nursing tracks are offered.

Traditional Four-Year Track

Janice Smith, Professor and Associate Dean of Student Affairs

Health & Life Sciences Building, Office 161, (540) 665-5504, jsmith@su.edu

Fall Entry

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).
5. All international applicants and all Non-Native English Speaking (NNES) applicants must submit official copies of Test of English as a Foreign Language (TOEFL) scores. Applicants should request official scores be sent to the Shenandoah University Undergraduate Admissions office; the SU code is 5613. More information about TOEFL can be found at www.ets.org/toefl. The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. The minimum score acceptable for admission to the School of Nursing is 83 or higher for the Internet-based TOEFL.

Admitted freshmen must complete the Test of Essential Academic Skills (TEAS) by the end of the freshman year and must achieve a minimum overall score of 65 percent (may be subject to change) to continue in the nursing program. Candidates may retake the exam only once.

The traditional 4-year BSN student must attain a minimum grade point average (GPA) of 3.0 on all pre-requisite science courses (BIO 121, BIO 231 and 232 Anatomy and Physiology I and II, BIO 260 Microbiology, and CHEM 121) and a 3.0 GPA in the remaining prerequisites for nursing in order to progress to the nursing 200-level courses.

Current Shenandoah University students seeking transfer to the undergraduate nursing track will be considered internal transfer students. Applicants must meet the following guidelines:

1. Meet with a School of Nursing associate or assistant dean.
2. Meet all SON admission requirements of the Traditional Four-year Track, including high school GPA, SAT score and TOEFL policy.

3. Adhere to the SU Academic Change in Curriculum Policy, including that current GPA must be 3.0 in prerequisite sciences and must be 3.0 in overall prerequisite requirements.

Upon approval of a change of major, a nursing academic advisor will be assigned. In order to progress to nursing 200-level courses, Traditional Four-year Track progression and TEAS requirements must be met.

Current SU students who are interested in the nursing major but do not presently meet the requirements for internal transfer are encouraged to meet with their current academic advisor and a SON associate or assistant dean.

BSN Curriculum Plan

1st Year – 1st Semester

BIO	121	General Biology I and Lab (Domain 4)	4
ENG	101	Composition (Domain 1)	3
FYS	101	Going Global: First-Year Seminar (Domain 7)	3
PSY	101	General Psychology (Domain 6)	3
		Total	13

1st Year – 2nd Semester

BIO	231	Human Anatomy and Physiology I and Lab (Domain 4)	4
BIO	260	Microbiology and Lab	4
N	121	Medical Terminology	1
SOC		Sociology elective (Domain 6)	3
		Artistic Expression Gen Ed (Domain 2)	3
		Total	15

2nd Year – 1st Semester

BIO	232	Human Anatomy and Physiology II and Lab	4
CHEM	121	General Chemistry I and Lab (Domain 4)	4
MATH	207	Introduction to Statistics (Domain 3)	3
MCOM	150	Principles of Public Speaking (Domain 1)	3
		Moral Reasoning Gen Ed (Domain 5)	3
		Total	17

2nd Year – 2nd Semester

N	272	Pathophysiology	3
N	283	Pharmacotherapy	3
N	200	Fundamentals of Nursing Practice	3/1
N	201	Health Assessment	3/1
NLAB	222	Skills for Nursing Practice I	0/1
		Total	15

3rd Year – 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 Management in Professional Nursing Practice	3
		Free Elective	3
		Total	15

4th Year – 2nd Semester

N	401	Health Across the Lifespan: Communities	3/2
NLAB	403	Health Across the Lifespan: Clinical Elective	0/3
N	407	Transition to Professional Practice	3
N	415	Emergency Preparedness and Disaster Nursing	3
		Total	14
		Program Total	121

BSN Transfer Track

Janice Smith, Professor and Associate Dean of Student Affairs
 Health & Life Sciences Building, Office 161, (540) 665-5504, jsmith@su.edu

Fall and Spring Entry

The BSN Transfer Track in Nursing at Shenandoah University is designed for students transferring to Shenandoah University and prepares the student with necessary skills and knowledge for an entry-level nursing position in a variety of settings. This track begins in the fall or spring semester and may be completed in five academic semesters. Students in the transfer track must have completed all prerequisites prior to admission.

Guidelines for Application and Admission

Fall Priority Consideration Deadline: June 1

Spring Priority Consideration Deadline: October 1

Thereafter, admission is based on availability of seats in the program.

Applicants seeking admission to the BSN Transfer Track must meet the following guidelines:

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 (Domain 4)	4
Human Anatomy and Physiology II with lab (Domain 4)	4
Chemistry with lab (Domain 4)	4
Microbiology with lab (Domain 4)	4

4. A cumulative GPA of 3.0 in these prerequisite/general education courses:

Medical Terminology	1
English Composition (Domain 1)	3
Public Speaking (Domain 1)	3
Statistics (Domain 3)	3
Introduction to Psychology (Domain 6)	3
Introduction to Sociology (Domain 6)	3

Courses that satisfy the following SU general education domains:

Artistic Expression (Domain 2)	3
Moral Reasoning (Domain 5)	3
The Individual in the World (Domain 7)	3
Free Electives	7
Total Prerequisite Credits	48

5. Completion of the Test for Essential Academic Skills (TEAS) with a minimum total score of 65 percent (score may be subject to change). Applicants may retake the exam one time only. TEAS testing is not required if applicant has an earned baccalaureate degree or higher.

6. All international applicants and all Non-Native English Speaking (NNES) applicants must submit official copies of Test of English as a Foreign Language (TOEFL) scores. Applicants should request official scores be sent to the Shenandoah University Undergraduate Admissions office; the SU code is 5613. More information about TOEFL can be found at www.ets.org/toefl. The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. The minimum score acceptable for admission to the School of Nursing is 83 or higher for the Internet-based TOEFL.

Curriculum Plan for Transfer 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
		Total	13

4th Semester

N	307	Health Across the Lifespan: Children and Adolescents	3/1
N	315	Health Across the Lifespan: Adults III	3/2
N	414	Leadership and Management in Professional Nursing Practice	3
N		Nursing Elective	3
		Total	15

5th Semester

N	401	Health Across the Lifespan: Communities	3/2
NLAB	403	Health Across the Lifespan: Clinical Elective	0/3
N	407	Transition to Professional Practice	3
N	415	Emergency Preparedness and Disaster Nursing	3
		Total	14
		Program Total	121

Accelerated Second Degree Track

Janice Smith, Professor and Associate Dean of Student Affairs

Health & Life Sciences Building, Office 161, (540) 665-5504, jsmith@su.edu

Fall and Spring Entry at the Northern Virginia Campus and Fall Entry only at the Winchester Campus

The Accelerated Second Degree Track in Nursing at Shenandoah University prepares students with necessary skills and knowledge for entry-level nursing positions in a variety of diverse settings. This track is 15 months in length and designed for the student who already holds a baccalaureate degree in another discipline. Because of the intensity of the program, it is strongly recommended that students not be employed while enrolled in this accelerated program of study.

Guidelines for Application and Admission

Priority consideration for Fall admission is June 1.

Priority consideration for Spring admission is October 1.

Thereafter, admission is based on availability of seats in the program.

Applicants seeking admission to the Accelerated Second Degree Track must meet the following guidelines:

- An earned baccalaureate degree or higher.
- Official transcripts from all previous colleges and/or universities attended.
- A minimum grade point average of 3.0 on all prerequisite courses required.
- A cumulative GPA of 3.0 in these four science courses:

Human Anatomy and Physiology I with lab (Domain 4)	4
Human Anatomy and Physiology II with lab (Domain 4)	4
Chemistry with lab (Domain 4)	4
Microbiology with lab (Domain 4)	4
- Two letters of recommendation.
- All prerequisite courses must be completed prior to enrollment.
- All international applicants and all Non-Native English Speaking (NNES) applicants must submit official copies of Test of English as a Foreign Language (TOEFL) scores. Applicants should request official scores be sent to the Shenandoah University Undergraduate Admissions office; the SU code is 5613. More information about TOEFL can be found at www.ets.org/toefl. The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. The minimum score acceptable for admission to the School of Nursing is 83 or higher for the Internet-based TOEFL.

Prerequisite Requirements

Title	Credit Hours
College or General Chemistry with Lab	4
Human Anatomy and Physiology I, II with Labs	8
Microbiology with Lab	4
Medical Terminology	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 Management 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 Management in Professional Nursing Practice	3
N	415	Emergency Preparedness and Disaster Nursing	3
		Total	17
		Program Total	64

Veteran to Bachelor of Science in Nursing (V-BSN) Specialization

Pamela Cangelosi, Associate Dean for Academics and Associate Professor
Health & Life Sciences Building, Office 164, (540) 665-5496, pcangelo86@su.edu

The V-BSN specialization in nursing at Shenandoah University is designed for honorably or generally discharged service members, including reservists, with prior training in medical career fields. This program specialty allows for the evaluation of military training and healthcare experience for awarding nursing academic credit. Methods for evaluating prior training/experience may include skills assessment, as well as challenge and competency exams. In addition, this program is targeted to the unique needs of veterans and provides individualized support, mentoring services, and career placement assistance.

V-BSN eligibility requirements:

- Veteran with an honorable or general discharge, including reservists who have not yet earned BSN degrees
- Active duty who are separating within 6 months may apply
- Provide copy of military DD form 214, certificate of release or discharge from active duty
- Complete the Test of Essential Academic Skills (TEAS) exam and achieve a minimum overall score of 65 percent (may be subject to change)

Students may enter the program under the following nursing track options:

- Traditional Four-Year Track; for students without prior college credit
- BSN Transfer Track; for students with prior degrees or college credits; students must complete all prerequisites prior to enrollment
- Accelerated Second Degree (ASD) Track; for students with prior baccalaureate degrees in another discipline; students must complete all prerequisites prior to enrollment

V-BSN students must meet all university admission requirements as well as the requirements for the specific nursing track in which they are applying. In addition to the curriculum courses listed for each track, all V-BSN students must take the following:

N	217	Veteran Transition Seminar	1
N	334	Health Disparities in Rural Settings	3

Registered Nurse (RN) to BSN Online Track

Lorena Jung, Assistant Professor

Health & Life Sciences Building, Office 257, (540) 665-5583, ljung@su.edu

Fall Entry Only

The RN to BSN track at Shenandoah University offers Registered Nurses the opportunity to complete a Bachelor of Science degree in nursing online in synchronous, asynchronous, and face to face coursework. Completion of the BSN degree increases career options and broadens leadership opportunities for RNs. Throughout the course of study, communication, leadership, ethics, genomics, concepts of research and evidence based practice are included, along with community practice and emergency preparedness. The program begins with a summer transition seminar (N 313) that is delivered face-to-face, onsite in the classroom and online, and offers students the opportunity to meet faculty and adjust to technology requirements.

The School of Nursing offers advanced placement for RNs who hold an associate degree or a diploma in nursing. Students may receive transfer credit for required prerequisites, general education, and nursing courses from accredited institutions of higher education. Upon completion of prerequisite courses, Students may complete the BSN degree in two semesters of full-time study. Part-time study may be arranged. The program, including prerequisite courses, requires a total of 121 credits. Applicants are strongly encouraged to meet with a nursing advisor to review transcripts from previous academic institutions.

Each student must have a personal laptop computer and will pay a technology fee. The following minimum configuration requirements are recommended in order to successfully interface with the wireless technology available to all SU students. It is recommended that the student has an extended warranty and an up to date antivirus program. The laptop may be a PC or Mac with Windows platform added.

- 1.7 GHz Core 2 Duo or Centrino processors
- 80 GB hard disk drive
- CD/DVD drive RW
- Wireless capability (built in)
- Web Cam capability and Headphones
- Minimum 2 Gb RAM
- MS Windows XP, Vista, or Windows 7
- MS Office Professional (may be student and teachers version)*

**May be purchased through the SU bookstore.*

It is recommended that RN-BSN students have access to a reliable, stable and efficient high-speed Internet connection at a place where they study and prepare assignments. Learning assignments often include materials and learning content that must be accessed on SU Web-based platforms and Internet sites. The student must have the capability to transfer large files of data and learning materials. This is not easily possible with a dial-up Internet connection.

For more information on use of technology, please see the *School of Nursing Student Handbook*.

Applicants seeking admission to the RN-BSN track must have completed or show evidence of the following in order to be considered for admission:

1. An associate degree or diploma in nursing from an accredited institution of higher education. NLNAC accreditation preferred; state board approval required.
2. A current Virginia license to practice as a registered nurse.
3. Cumulative GPA of 3.0 on a 4.0 scale of all undergraduate coursework.*
4. Completion of all prerequisite courses before starting the RN-BSN track.
5. Contact the Admission Office and the School of Nursing for details of the online program delivery.
6. All international applicants and all Non-Native English Speaking (NNES) applicants must submit official copies of Test of English as a Foreign Language (TOEFL) scores. Applicants should request official scores be sent to the Shenandoah University Undergraduate Admissions office; the SU code is 5613. More information about TOEFL can be found at www.ets.org/toefl. The date of taking the TOEFL should not be more than 12 months prior to the date of enrollment. The minimum score acceptable for admission to the School of Nursing is 83 or higher for the Internet-based TOEFL.

**No grade lower than "C" will be transferred. All course credits for transfer are evaluated on an individual basis. Evaluation of nursing transfer credits will not be completed after June 1.*

Articulation Agreements between Shenandoah University and Community Colleges in the Mid-Atlantic Region are on file within the School of Nursing and the Office of Admissions. Please contact SU Admissions for further information.

Transfer Nursing Credits from RN program	36 (minimum)
Other Transfer Credits (nursing or general education)	15

Required Courses

Course	Title	Credit Hours
Domain 1	English Composition	3
Domain 1	Public Speaking	3
Domain 2	Artistic Expression Gen Ed	3
Domain 3	Statistics (prerequisite to N 306)	3
Domain 4	Human Anatomy and Physiology I, II and Labs	8
Domain 4	Microbiology and Lab	4
Domain 4	College or General Chemistry and Lab	4
Domain 5	Moral Reasoning Gen Ed (prerequisite to N 414)	3
Domain 6	Psychology	3
Domain 6	Sociology (prerequisite to N 401)	3
Domain 7	The Individual in the World Gen Ed	3
	(Refer to SU General Education Requirements under "Academic Policies")	
	Subtotal	40

Required Nursing Courses

Course	Title	Credit Hours
N 313	Essential Concepts for Professional Practice	3
N 201	Health Assessment (or NLN Challenge Test)	3/1*
N 272	Pathophysiology	3
N 306	Theory, Reasoning and Research in Nursing	3
N 319	Ethics and Genomics for Nursing Practice	3
N 401	Human Health Across the Lifespan: Communities	3/2*
N 414	Leadership and Management in Professional Nursing Practice	3
N 415	Emergency Preparedness and Disaster Nursing	3
	Nursing Elective	3
	Total	30
	BSN Total	121

*Denotes a lab/clinical course with three clock hours to one lab/clinical credit hour.

BSN Completion Option for Registered Nurse (RN) to MSN

The RN to MSN Degree Option in the School of Nursing enables students who are registered nurses without a BSN to obtain an MSN degree within one of four specialty areas: Nurse-Midwifery, Family Nurse Practitioner, Health Systems Management and Psychiatric Mental-Health Nurse Practitioner.

However, certain states' laws (e.g., West Virginia and Maryland) require certified nurse practitioners to have a bachelor's degree or BSN in order to obtain prescriptive authority as a nurse practitioner. Students who anticipate practicing in those states should consider earning the BSN from Shenandoah University.

Please refer to the *Graduate Academic Catalog* for the specific criteria required to complete the BSN as part of their RN to MSN track.

Division of Respiratory Care

Beverly Watson, Program Director

Health & Life Sciences Building, Office 112, (540) 678-4380, brecny@su.edu

Mission Statement

The mission of the Shenandoah University Respiratory Care Program is to prepare and educate its students to become exemplary health care providers in the field of respiratory care. The curriculum employs the standards instituted by the Commission on Accreditation for Respiratory Care (CoARC) and provides students with an atmosphere that promotes critical thinking, the ability to develop the knowledge and skills essential to become an integral member of the health care team, and a consideration of human diversity.

Bachelor of Science in Respiratory Care

The Bachelor of Science in Respiratory Care degree is offered in two tracks. The RT to BSRC track provides already practicing respiratory therapists the ability to continue their education and expand their professional development. The second track, the Three-Semester track, is for students without any respiratory therapy credentials.

Program Requirements

A grade point average of 2.5 in previous respiratory care and science courses is required.

Other Regulations

Regulations on academic standing governing Shenandoah University students apply to respiratory care students along with the following additional requirements:

1. Students must meet the physical requirement of SU's clinical affiliates for essential job functions.
2. Students are enrolled in the program subject to its policies and guidelines as outlined in the *Respiratory Care Student Handbook*, copies of which are available in the Respiratory Care program office and on Blackboard.
3. Students are responsible for arranging their own transportation to and from clinical facilities and between campus sites.

The RT to BSRC Track

The RT to BSRC degree program is a BS-degree-completion program designed for the practicing, credentialed, professional respiratory therapist who wishes to advance their professional development by earning a Bachelor of Science degree in Respiratory Care. Students may enroll in the RT to BSRC track any semester.

The program requires a minimum of 120 credit hours for graduation. Shenandoah University's general education requirements are considered to be met by the student's associate degree, which provides up to 88 credit hours toward the minimum 120 credit hours required for graduation. Respiratory Care core courses provide the remaining 32 credits and must be taken through Shenandoah University. These courses are offered online or by independent study, allowing students to structure their study while maintaining employment.

Entrance Requirements for the RT to BSRC Track

An overall grade point average of 2.5 is required for admission. A minimum GPA of 2.5 is also required in all respiratory care courses.

In order to be accepted into this program of study, students must have an Associate of Applied Science (AAS) degree from a program accredited by the Commission on Accreditation for Respiratory Care (CoARC), offered at a regionally-accredited institution. Prospective students must also be credentialed by the National Board of Respiratory Care (NBRC) as a Registered Respiratory Therapist (RRT) or be eligible to take the RRT exams. Students must be currently working as a respiratory care practitioner.

Students who have not completed all required general education courses or who do not have 88 credits of course work to transfer in may be enrolled in the RT to BSRC program and take non-Respiratory Care courses while completing their RT to BSRC requirements. Such applicants will be considered on a case-by-case basis.

Requirements for the RT to BSRC Track

Course	Title	Credit Hours
RC 306	Introduction to Sleep Studies and Neurodiagnostics	2
RC 318	Pulmonary Function Testing	4
RC 319	Cardiovascular Function and Care	4
RC 320	The Neonatal and Pediatric Provider	4
RC 399	Education Practicum I	3
RC 413	Pulmonary Diseases and Treatment	3
RC 415	Ethics in Practice	3
RC 416	Emergency Preparedness	3
RC 439	Education Practicum II	3
RC 420	Capstone	3
	Total	32

Three-Semester Track

This track is available to students who do not hold any respiratory therapy credentials. Students must complete all program prerequisites, Shenandoah University general education requirements and free electives (for a minimum of 80 credit hours) before enrolling in any Respiratory Care courses. This is a sequenced program; students may only enter in the fall semester.

Entrance Requirements for the Three-Semester Track

An overall grade point average of 2.5 is required for admission. In addition, a grade point average of 2.5 in the prerequisite science courses is required. A minimum GPA of 2.5 is also required in all respiratory care courses, if taken.

Applicants with no more than one science prerequisite and six additional hours of credit outstanding at the end of the spring semester prior to enrollment may be admitted on a provisional basis, but must submit official transcripts documenting completion of those credits to the Office of Admissions prior to the first day of fall semester enrollment, or they will not be permitted to begin the program. All credits to be transferred must be earned at a regionally-accredited institution.

Requirements for the Three-Semester Track

Course		Title	Credit Hours
Program Prerequisites			
BIO	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
		Total	20
Respiratory Care Courses			
Fall Semester			
RC	404	Respiratory Health and Disease I	3
RC	410	Cardiorespiratory Physiology	3
RC	411	Methodology of Respiratory Care I	4
RC	412	Applied Respiratory Care I	4
		Total	14
Spring Semester			
RC	406	Respiratory Health and Disease II	3
RC	408	Mechanical Ventilation	4
RC	421	Methodology of Respiratory Care II	3
RC	422	Applied Respiratory Care II	4
		Total	14
Summer Term			
RC	305	Foundations of Neonatal and Pediatric Respiratory Care	3
RC	351	Advanced Techniques in Adult Critical Care	3
RC	423	Respiratory Care Seminar	2
RC	433	Clinical Practice III	4
		Total	12
		Program Total	40

CENTER FOR INTERNATIONAL PROGRAMS

Bethany Galipeau-Konate, Director
Cooley Hall, International and Cross-cultural Center,
Room 120, (540) 542-6285

Purpose and Vision Statement

Part of Shenandoah's mission is to "educate and inspire individuals to be...compassionate citizens who are committed to making responsible contributions within a community, a nation and the world." Among Shenandoah's core values are the ideas of respect for diverse cultures, experiences and perspectives; cultivation of leadership to advance positive change and growth; and dedication to citizenship, professional service, and global outreach. The university's focus on global awareness encompasses a variety of initiatives, inside the classroom, around campus, in the local community and around the world.

The Center for International Programs (CIP) at Shenandoah University facilitates successful connections for learning between the university community and the world. CIP is a key resource for learners and educators to advance intercultural competency development and for local to global learning opportunities. The Center for International Programs at Shenandoah University consists of two offices: the Office of International Student Services and the Office of Study Abroad.

Office of International Student Services

Shenandoah University welcomes over 150 international students to its campuses each year from over 40 different countries. The Office of International Student Services provides an array of programs and services in support of international students including handling immigration requirements, advising on transition issues, supporting orientation and learning needs, facilitating social programming and supporting employment immigration requirements to advance learning.

CIP staff work closely with the International Student Association, a student organization that organizes events and advocates for international students.

Office of Study Abroad

Shenandoah University encourages all students to seek opportunities to become globally engaged citizens. In facilitating this effort, the Office of Study Abroad provides a range of programs and resources to assist students in meeting their international learning objectives. These include SU's notable programs such as the Global Citizenship Project (GCP), the Global Experiential Learning (GEL) program, and International Student Exchange Program (ISEP).

Global Citizenship Project (GCP)

The Global Citizenship Project (GCP) was created in 2005 to send members of the SU community on all-expenses-paid trips abroad during spring break.

The application process is open to all full-time members of the SU community, with a selection focus on campus members who have had no or limited international travel opportunities. Five groups for five destinations are selected and are limited in size to maintain intimacy of experience, 10 to 12 participants, composed to represent the diversity of Shenandoah and result in the unexpected benefit of cross-disciplinary networking. Undergraduate and graduate students from all schools within the university have traveled in a mixed group with administrators, including the president and vice presidents, deans, faculty, maintenance workers, housekeepers, accounting personnel, and even members of the board of trustees.

The GCP program experience was designed to be a limited travel experience, approximately 10 days during spring break, and utilize a group oriented and faculty led approach. Its purpose is to whet the appetite of learners for longer-term learning abroad. The program removes the boundaries associated with first-time travel, mainly time and financial restraints.

Applicants must sign on without prior knowledge of the destination to which they might travel and study. Participants must be willing and able to travel anywhere in the world with the intent to examine a theme, such as global citizenship (2005), power (2006), time (2008) or sustainability (2010). GCP has traveled to locations on six continents, including Costa Rica, Peru, Mali, India, Taiwan, Oman, Denmark, Romania, Australia, Vietnam, Morocco and Burma. Participants share their international experiences with the rest of the community in unique ways upon return.

Global Experiential Learning (GEL)

The Global Experiential Learning (GEL) Program offers Shenandoah students a short-term, faculty-led, study-abroad experience for academic credit. Since the program's inception in 2000, students have traveled to countries around the world, including Argentina, China, England, France, Ireland, Italy, Poland, Russia, Spain, and Thailand. The GEL program aims to make the world a learning laboratory for students, providing deep exploration into individual fields of study, the opportunity to understand where the United States fits in terms of the world viewpoint, and the ability to enhance skills in cultural sensitivity, flexibility, and capability to adjust and adapt.

International Student Exchange Program (ISEP)

Shenandoah University is a member of the International Student Exchange Program (ISEP), a global network of 300 universities. This partnership allows students to study for a full semester or year abroad at other member campuses. By working closely with their academic advisors and the study abroad advisor, students can take advantage of the opportunities to take general education and major classes taught in English abroad and to receive transfer credit at their home institution. A full list of courses and campuses available can be found at www.isep.org.

Additionally, many other international learning programs are also supported with coordination and information services for students, faculty and staff while traveling abroad.

All offices in the Center for International Programs along with the director's office are located in the International & Cross-cultural Center of Cooley Hall on Main Campus. Further information can also be found at www.su.edu/cip.

PROFESSIONAL DEVELOPMENT AND COMMUNITY PROGRAMS

Shenandoah Conservatory Arts Academy (SCAA)

Jennifer Green-Flint, Director

John Kerr Building, (540) 665-4602

Purpose and Mission Statement

The Shenandoah Conservatory Arts Academy (SCAA) was founded in 1977 with two piano teachers to provide enrichment opportunities in the fine arts for area students of all ages. Today, SCAA has over 80 faculty members of professionally trained musicians, dancers, artists and educators with many faculty members serving on both the Shenandoah University Conservatory faculty and the faculty of SCAA. The student body of SCAA includes over 1,100 students weekly. Instruction serves two purposes; community introduction and outreach in the arts for students of all levels and ages who may not have art instruction as part of their K-12 education and serving students who have a desire to pursue the performing arts in a conservatory collegiate environment.

Central to the SCAA mission is developing the next generation of performers, arts educators, arts patrons and audience members. Many SCAA students enter the Academy as young children and remain active students until they graduate from high school. SCAA students not only attend Shenandoah University in the performing arts disciplines, but also in the health sciences, liberal arts fields, business and nursing. The Arts Academy is an avenue for adult learners as well, whether they are re-visiting an instrument from their past, or exploring one for the first time.

SCAA offerings during the academic year (September- May) meet weekly in dance, theater, fencing, fitness, youth choirs and orchestras, chamber music and ensemble classes. The Academy also offers applied instrumental and vocal instruction in over 35 instruments. The Early Childhood Music program fosters a love of arts and music instruction for life in many of the Academy's youngest learners. Summer instruction (June- August) focuses on dance and theater intensives as well as light-hearted musical exploration classes designed for all learners with a passion for the arts. Performing opportunities on the campus of Shenandoah University and in the community are numerous.

Learn more about the Shenandoah Conservatory Arts Academy by visiting the website at SCArtsAcademy.org or by visiting our facility at 203 South Cameron Street in downtown Winchester.

The Center for Lifelong Learning

Jo Miller, Coordinator

Gregory Hall, Room 119, (540) 665-5442, jmille3@su.edu

www.su.edu/academics

Purpose and Mission Statement

The Center for Lifelong Learning serves Shenandoah University's campus, its students and the local community engaging them in educational development. The Center focuses on three major areas: creating knowledge; promoting public awareness; and maintaining a strong association with its community and alumni.

Created in 1995, the Center for Lifelong Learning seeks to make learning an important and enriching aspect of the lives of all peoples. Courses offered are of a wide range of knowledge within various disciplines, cultures and eras without the formality of having any collegiate background or training.

The Center for Lifelong Learning offers continuing education, non-credit, non-degree seeking classes for persons who no longer wish to earn a degree, but still want to engage in a traditional classroom or take classes for personal enrichment at an affordable cost.

The Center produces two brochures, one in the spring and fall, filled with a variety of classes and topics suggested by the public or brought back by popular demand. It offers over 300 online career development and personal enrichment classes for anyone to take in the privacy of their own homes if they choose.

The Center engages with the local community by providing special topics of interest FREE to the public, such as health, safety, global and historical issues to promote educational interest for anyone who wishes to come.

Center for Lifelong Learning brochures and registration details are available online at www.academics.su.edu or just search for "lifelong learning."

The Center for Public Service and Scholarship

Karen Schultz, Director

Gregory Hall, Room 120, (540) 678-4385; kschultz@su.edu

Purpose and Mission Statement

The Center for Public Service and Scholarship supports the entire Shenandoah University community by furthering its commitment to prepare students and the broader community to become active, informed citizen-leaders. We promote engagement in community service, scholarly understanding of the role of public service, and civility in all public actions.

The Center serves as a resource for faculty, staff, and community members for the integration of engaged teaching, research, and Service-Learning. It supports students in their development as active citizens and scholars and develops partnerships with communities in support of the university's mission.

We facilitate engaged learning activities such as Partnership in Community Day, Public Service recognitions, AmeriCorps VISTA, faculty and student development that foster an exchange of ideas and that create opportunities for our Shenandoah University to be in community.

Goals

- Engagement in Public Service: Serve as a center for facilitating community-campus exchanges for community service and scholarship opportunities.
- Future Citizen Leaders: Provide students and community members with opportunities to participate in activities for gaining experience and rich understanding of leadership, public service, advocacy and civic responsibility.
- Scholarship through Public Service: Increase student participation in community engagement with scholarly projects and outcomes in support of the university-wide mission statement.

For more information, please visit our website at www.arts.su.edu/arts-sciences-home/special-programs/center-for-public-service-and-scholarship/.

Office of Education Outreach

Dennis L. Keffer, Director

Bowman Building, School of Education and Human Development

(540) 535-3544 or (540) 535-3552

What is the Office of Education Outreach (OEO)?

The Office of Education Outreach is a department within Shenandoah University's School of Education and Human Development (SEHD) which provides professional and licensure courses approved by the Virginia Department of Education (VDOE) for teacher licensure and recertification. Many of these courses are available in Winchester and Leesburg; a variety of licensure and recertification distance courses are also available via distance learning each trimester:

Initial Teacher Licensure Courses (graduate credit)

Students may enroll in OEO initial licensure courses as a Visiting Student. These courses are beneficial, allowing students to enroll at an affordable tuition rate as they select the licensure program that best fits their needs.

OEO initial licensure courses will transfer into PSC (Professional Studies Certificate) or M.S.Ed. (Masters of Education) programs. It is important that students apply for admission to the university once they are enrolled in their first OEO licensure course, since the number of credits that transfer does vary by program. OEO course offerings and registration information may be found at www.su.edu/o eo.

School Development and Partnerships

OEO is able to offer individualized courses for school districts to meet specific needs the district may have. School divisions may also contract with OEO to arrange sponsored sections.

Teachers for Tomorrow — EDU 201

Advanced Academic Dual Enrollment

Four Hours of Undergraduate Credit

OEO also offers the Teachers for Tomorrow Dual Credit program to high schools participating in the “grow your own” program. This program is designed to attract teacher candidates from high school to the field of education through exposure to a world-class curriculum and hands-on experiences that focus on teaching.

This course is offered to high school seniors through the dual enrollment process. Students are awarded four hours of undergraduate credit upon successful completion of the program. In keeping with the challenge to increase the pool of highly qualified teachers, the purposes of the Virginia Teachers for Tomorrow Program are:

- To identify, train and nurture high school students interested in a teaching career;
- To support the efforts of Virginia's school divisions to meet hiring targets by cultivating an effective “grow your own” recruitment program;
- To create a high school curricular experience designed to foster student interest, understanding and appreciation of the teaching profession; and
- To attract students to teaching in critical shortage and high needs areas of the state.

For information on either individualized courses or greater details of the Teachers for Tomorrow program, please contact the Director of the Office of Education Outreach.

COURSE DESCRIPTIONS

ANTHROPOLOGY (ANTH)

ANTH 210 Introduction to Archaeology

This course is 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

This course is 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.

AMERICAN SIGN LANGUAGE (ASL)

ASL 101 Beginning American Sign Language I

This course introduces the fundamentals of American Sign Language (ASL) used by the deaf community including basic vocabulary, syntax, fingerspelling, grammatical non-manual signals, expressive and receptive signing skills, and deaf culture. Students will also learn conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. Three credits.

ASL 102 Beginning American Sign Language II

This course is for students who have demonstrated competency in American Sign Language (ASL) through the first semester of university instruction. Students will continue to build their knowledge of the fundamentals of ASL used by the deaf community including vocabulary, syntax, fingerspelling, grammatical non-manual signals, expressive and receptive signing skills, and deaf culture. Students will also expand their knowledge of conversational/cultural behaviors necessary to hold a beginning-level conversation in ASL with deaf/hard-of-hearing native users of the language. Prerequisite: ASL 101. Three credits.

ASL 201 Intermediate American Sign Language I

This course is for students who have demonstrated competency in American Sign Language (ASL) through the second semester of university instruction. Students will continue to develop vocabulary, conversational competence and grammatical knowledge within a total immersion approach. It introduces increasingly complex grammatical aspects including those unique to ASL, as well as incorporating sections on deaf culture and literature. Contact with the deaf community is encouraged to enhance linguistic and cultural knowledge. Prerequisite: ASL 102. Three credits.

ASL 202 Intermediate American Sign Language II

This course is for students who have demonstrated competency in American Sign Language (ASL) through the third semester of university instruction. Students will continue to develop vocabulary, conversational competence and grammatical knowledge through the study of cultural and literary texts within a total immersion approach. Increasingly complex grammatical aspects including those unique to ASL will be studied and applied. Contact with the deaf community is encouraged to enhance linguistic and cultural knowledge. Prerequisite: ASL 201. Three credits.

APPLIED STUDY (AP** OR AE**)

In these course descriptions, AP** = curricular study and AE** = elective study; ** stands for a two-letter code used for registration. Example: APPN = Applied Piano.

AC = Accompanying	HP = Harp	PN = Piano
AT = Acting+	JB = Jazz Trombone	PR = Percussion
BN = Bassoon	JD = Jazz Double Bass	RP = Teaching Repertoire+
BT = Euphonium/Baritone	JG = Jazz Guitar	RS = Recital Study
CH = Coaching	JK = Jazz Piano	SR = Score Reading*
CL = Clarinet	JP = Jazz Percussion	SX = Saxophone
CN = Conducting*	JS = Jazz Saxophone	TN = Trombone
DA = Dance+	JT = Jazz Trumpet	TP = Trumpet
DB = Double Bass	LT = Lute	TT = Teaching Techniques
EB = Jazz Electric Bass	MC = Composition	TB = Tuba
FL = Flute	OB = Oboe	VA = Viola
GT = Guitar	OG = Organ	VC = Cello
HC = Harpsichord	OI = Organ Improvisation*	VN = Violin
HN = Horn	PD = Performance Development	VO = Voice

*Available as elective applied study only (AE**101, 102).

+Available as minor applied study only.

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****

This course serves as first-year applied major study for one-hour lesson per week. Prerequisite: successful audition in area of study. Three credits.

AP** 203 Applied*****

This course serves as second-year applied major study for one-hour lesson per week. Prerequisite: two semesters of study in this applied area. Three credits.

AP** 303 Applied*****

This course serves as third-year applied major study for one-hour lesson per week. Prerequisite: four semesters of study in this applied area. Three credits.

AP** 403 Applied*****

This course serves as fourth-year applied major study for one-hour lesson per week. Prerequisite: six semesters of study in this applied area. Three credits.

Applied Major Study

3 credits (per semester)

Individual lessons for students majoring in non-performance music curricula to fulfill degree requirements as described in specific curriculum outlines. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

AP 102 Applied******

This course serves as first-year applied major study for one-hour lesson per week. Prerequisite: successful audition in area of study. Three credits.

AP 202 Applied******

This course serves as second-year applied major study for one-hour lesson per week. Prerequisite: two semesters of study in this applied area. Three credits.

AP 302 Applied******

This course serves as third-year applied major study for one-hour lesson per week. Prerequisite: four semesters of study in this applied area. Three credits.

AP 402 Applied******

This course serves as fourth-year applied major study for one-hour lesson per week. Prerequisite: six semesters of study in this applied area. Three credits.

Applied Minor Study

1.5 credits (per semester)

Individual lessons for students to fulfill degree requirements as described in specific major or minor curriculum outlines. Open to students in other curricula if accepted into a Conservatory minor. Detailed course descriptions are obtained from the instructor at the first lesson or found in the handbook of the division offering the instruction.

AP 101 Applied******

This course serves as first-year applied minor study for one-half-hour lesson per week. Prerequisite: successful audition in area of study. One and one-half credits.

AP 201 Applied******

This course serves as second-year applied minor study for one-half-hour lesson per week. Prerequisite: two semesters of study in this applied area. One and one-half credits.

AP 301 Applied******

This course serves as third-year applied minor study for one-half-hour lesson per week. Prerequisite: four semesters of study in this applied area. One and one-half credits.

AP 401 Applied******

This course serves as fourth-year applied minor study for one-half-hour lesson per week. Prerequisite: six semesters of study in this applied area. One and one-half credits.

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******

This course serves as an elective applied study for one half-hour lesson per week. One and one-half credits.

AE 102 Applied*****

This course serves as an elective applied study for one-hour lesson per week. Three credits.

Applied Performance Development (APPD)

Applied study in a specific instrument designed to expand knowledge of repertoire and performance practice in idioms as determined by the applied instructor.

APPD 101 Applied Performance Development

This course serves as applied performance study for one half-hour lesson per week. One and one-half credits.

APPD 201 Applied Performance Development

This course serves as a continuation of APPD 101 for one half-hour lesson per week. One and one-half credits.

APPD 301 Applied Performance Development

This course serves as a continuation of APPD 201 for one half-hour lesson per week. One and one-half credits.

APPD 401 Applied Performance Development

This course serves as a continuation of APPD 301 for one half-hour lesson per week. One and one-half credits.

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 half or full recital.

APRS 401 Applied Recital Study

This course serves as applied recital study for one half-hour lesson per week. One and one-half credits.

APRS 402 Applied Recital Study

This course serves as applied recital study for one hour lesson per week. Three credits.

APRS 403 Applied Recital Study

This course serves as applied recital study for one hour lesson per week. Three credits.

Applied Teaching Techniques (APTT)

Study of the pedagogical approaches related to a specific instrument, voice or area of applied study. Review of the sequential development of technique related to the performance medium. Instruction includes review of etude and technical materials or appropriate physical exercises related to individual pedagogical approaches appropriate to specific stages, ages or grade levels from beginning through adult study, observation of students at various levels of technical development and observed introductory teaching experiences. The course includes preparation of an annotated bibliography of specific materials and an in-depth outline of specific courses of study with appropriate approaches and related etudes, solos, and supplementary material for each stage of development.

APTT 101 Applied Teaching Techniques

This course serves as applied teaching technique study for one half-hour lesson per week. One and one-half credits.

Applied Class Piano (APCP)

Group lessons in piano for students majoring in music or musical 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.

APCP 105 Basic Piano and Keyboard Harmony Skills I

This course is designed especially for non-keyboard majors to fulfill basic piano requirements for all curricula. Included are scales, triad qualities and inversions, cadences, chord progressions, transposition, harmonization, score-reading, sight-reading and repertoire. Students must pass the final examination to pass the class. One and one-half credits.

APCP 106 Basic Piano and Keyboard Harmony Skills II

This course builds upon keyboard skills developed in APCP 105. Each category continues at a more advanced level. Prerequisite: APCP 105. One and one-half credits.

APCP 205 Basic Piano and Keyboard Harmony Skills III

This course builds upon keyboard skills developed in APCP 106. Each category continues at a more advanced level. Prerequisite: APCP 106. One and one-half credits.

APCP 206 Basic Piano and Keyboard Harmony Skills IV

This course builds upon keyboard skills developed in APCP 205 and completes basic piano requirements through projects that call for skills directly related to possible professional needs. Student must pass the final examination to pass the course. Prerequisite: APCP 205. One and one-half credits.

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 MANAGEMENT (AMGT)

AMGT 309 Foundations of Arts Management

This 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 Arts Marketing and Audience Engagement

This course is designed to provide students with an in-depth understanding of nonprofit performing arts marketing and audience engagement. 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. Three credits.

AMGT 317 Financial Management for Arts Organizations

This course is designed to give students an in-depth understanding of nonprofit performing arts financial management. Specific topics covered include bookkeeping and nonprofit accounting fundamentals, organizational budgeting, and financial reporting. Prerequisites: AMGT 309, IST 204, and BA 21 I. Three credits.

AMGT 401 Arts Management Internship I

AMGT 402 Arts Management Internship II

AMGT 403 Arts Management Internship III

This course is a 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 21 I, all major applied study (for music concentration). Three credits.

AMGT 418 Governance of Arts Organizations

This 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 309 or AMGT 317. Three credits.

AMGT 495 Special Topics

This course is an investigation of a specialized topic within arts management. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

AMGT 499 Individual Directed Research

This course allows for guided individualized study of projects in arts management, which may be used to fulfill arts management electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

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. Prerequisite: earned grade of "C-" or better in BIO 121. BIOL 122 General Biology II lab must be taken concurrently. Four credits.

BIO 192 Forensic Science Biotechnology

The objective of this course is to give students who wish to further learn and use forensic science techniques in their current or developing careers a basic understanding of forensic science and how it is used in criminal cases by using case studies, class discussion, laboratory procedures and techniques. This course is designed to be a companion course to the introductory course, BIO 191 Introduction to Biology Research in a sequence of classes primarily used to prepare freshman and sophomore students knowledge and skills and to satisfy the requirement in the Biology major for experiential skills-based instruction. Two-hour lecture hours and two laboratory hours per week. Prerequisite: earned grade of "C-" or better in BIO 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 320 Introduction to Neuroscience

This course explores the function of the nervous system from the level of a single neuron to the interactions of large numbers of neurons in functional and dysfunctional systems. Emphasis will be placed on the electrophysiology and molecular biology of the neuron, sensory systems and the control of motor function. Prerequisites: BIO 121 and BIO 122 or BIO 231. Three credits.

BIO 321 Ecology

Ecology is the study of the interrelationships between organisms and their physical and biological environments. The course will examine the various levels of ecology – populations, species, communities, and ecosystems – in lecture-discussions, laboratory studies and field investigations. Ecological concepts will be considered from various perspectives including theoretical predictions, laboratory experiments, observations, field measurements and resource management applications. Three lecture hours plus three laboratory hours per week. Prerequisites: BIO 121 and 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 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 CHEM 122. Three credits.

BIO 365 Diseases in History (same as HIST 365)

This course is an interdisciplinary topics course examining the impact of human disease on the development of human history. Topics to be discussed include: 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 grade 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. 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 430 Histology

This course explores the microscopic structure of tissues and organs of the body. The course will focus on the structural organization of cells, tissues and organs, as well as methods of visualization and how structure is related to function. This course will include both laboratory and lecture components. Prerequisite: BIO 260. Four credits.

BIO 465 Medical Microbiology

A comprehensive course on infectious diseases, students learn how to correlate disease symptoms with laboratory findings, the types of specimens required for diagnosis, laboratory procedures to determine microorganism identity and drug susceptibility, current modes of treatment and any new technological advances used for identification and susceptibility testing in the clinical microbiology laboratory. Three lecture hours plus three laboratory hours per week. Prerequisites: earned grades of "C-" or better in microbiology at the 100 or 200 level (BIO 260), as well as in BIO 121 and BIO 122 or in BIO 231 and BIO 232. BIOL 465 Medical Microbiology lab must be taken concurrently. Four credits.

BIO 470 Endocrinology

This course explores the anatomy and physiology of the human endocrine system. The regulation, synthesis and degradation of major hormones will be discussed. Interactions of hormones with their receptors and target cell responses will be covered in detail. Dysfunction of the endocrine system and resulting disorders will also be addressed. BIO 231 and BIO 232 are recommended, but not required for success in the course. Prerequisite: BIO 121. Three 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. One to twelve credits.

BIO 491 Research Project

Students will undertake a set of tasks or activities for a research project under the guidance and mentorship of a Biology Program faculty member. The research project will be of a specific and directed nature, and have a definable starting point and well defined objectives. Each task will have a planned completion date (due date) and assigned resources. The organization of the project will generally follow three major parts: planning, execution and completion. Planning and execution will be the focus of this semester activity. The assigned project tasks may encompass a wide variety of activities and may include working with microorganisms, plants, animals, field trips, laboratory procedures and experimentation. Prerequisite: junior or senior standing. Two credits.

BIO 492 Research Project

Students will undertake a set of tasks or activities for a research project under the guidance and mentorship of a Biology Program faculty member. The research project will be of a specific and directed nature and have a definable starting point and well defined objectives. Each task will have a planned completion date (due date) and assigned resources. The organization of the project will generally follow three major parts: planning, execution and completion. Execution and completion will be the focus of this semester activity. Completion of the project may include submission of a research paper with the findings suitable for publication in scientific journals, or presentation of project information at scientific symposia. The assigned project tasks may encompass a wide variety of activities and may include working with microorganisms, plants, animals, field trips, laboratory procedures and experimentation. Prerequisite: junior or senior standing. Two credits.

BUSINESS ADMINISTRATION (BA)**BA 103 Introduction to Business**

The role of the business firm is studied together with its effect upon the economic and social environment. Emphasis is placed upon business principles and applications. Three credits.

BA 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. Prerequisites: MATH 101 and IST 204. Three credits.

BA 211 Principles of Accounting I

An introduction of the fundamentals of accounting which is a basic language of business. Journals, ledgers, adjusting entries and closing entries are introduced and utilized in building the financial and operating statements of sole proprietorships. Three credits.

BA 212 Principles of Accounting II

A continuation in the study of accounting fundamentals which covers accruals and deferrals, current liabilities, capital stock, investments and the preparation and analysis of financial statements including the statement of cash flows. The remaining topics will focus primarily on information for management decision-making including cost concepts, budgetary planning and control and responsibility accounting. Prerequisite: BA 211. Three credits.

BA 202 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. Three credits.

BA 303 Legal Environment of Business

A study of law as it applies to ordinary business situations with focus upon the Uniform Commercial Code dealing with obligations, contracts, agency and negotiable instruments. Three credits.

BA 307 Introduction to Management and Organizational Behavior

This course introduces students to the fundamental concepts of management systems to include roles, ethical behavior, planning/strategy, structure/organization, leadership, control and change. In like manner, the behavioral aspects of individuals in organizations will be studied. These include improvement of individual, group and organizational behavior; including group dynamics. Prerequisite: Junior-level standing. Three credits.

BA 310 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: IST 204 and 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 an organization. Prerequisite: BA 212. Three credits.

BA 325 Accounting and Finance for Entrepreneurs

This course is designed for non-business majors who desire a fundamental understanding of the financing and accounting issues all businesses face. Specific attention is given to understanding a cash flow statement, income statement, statement of equity and balance sheet. The student is introduced to financing options, financial ratios and exposed to accounting tools that will help in managing a small business. May not be taken for credit with BA 330. Prerequisite: BA 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 statements; time value of money; the consumption-investment decision; the various instruments of debt and equity; and valuation methods. Prerequisite: Junior-level standing. Three credits.

BA 337 Introduction to Health Care Management

An introductory course relating the concepts and functions of the manager to the specific realm of managing the health services delivery system. Three credits.

BA 360 Introduction to Marketing

Basic marketing functions, institutions, and concepts are studied with emphasis on the "4 Ps of Marketing," which are involved in the creation, pricing, promotion, distribution, and sale of goods and services in industrial and consumer markets. Prerequisite: BSB junior-level standing (or BA 112 for minor in entrepreneurship). Three credits.

BA 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 and junior-level standing. Three credits.

BA 363 Consumer Behavior

Study of activities related to both purchasing and consuming of goods and services together with behavioral and decision processes tied to such activities. Cognitive, affective, and behavioral factors, such as attitude, cognition, perception, learning, motivation, personality and shopping patterns are assessed in terms of their effects, e.g., on consumer relationships, brand preferences, product life-cycle, market posture and competitive advantage. Global thinking is emphasized together with understanding of cultural differences, ethical issues, cost-benefit analysis and marketing efficiency. Prerequisite: BA 360. Three credits.

BA 367 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. Prerequisites: BSB junior-level standing and BA 302. Three credits.

BA 404 Business Finance

Analysis of operations and forecasting of capital requirements; working capital decisions; capital budgeting; cost of capital; acquisition and management of capital; financial management decision making within the context of business governance; application of derivative securities. Prerequisites: BA 212 and BA 330. Three credits.

BA 411 Accounting for Decision Making and Control

A study of the utility of accounting data and other financial information available to management in the functions of planning, organizing and decision-making, with focus on techniques used in analyzing and interpreting the financial statements of industrial and commercial business enterprises. Managerial accounting concepts and issues will be considered primarily from the viewpoint of the user of such information. Prerequisite: BA 315. Three credits.

BA 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.

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.

BA 429 Leadership and Cultural Change

This course is designed to develop and put into practice fundamental leadership skills in the context of an organization's overall corporate philosophy and value system. Emphasis is placed upon how the leadership process is derived from and supports the overall organizational culture. It shows how the practice of leadership in turn influences and modifies this culture. Prerequisites: Senior-level standing. Three credits.

BA 430 Sustainable Business Strategy

Sustainability means choosing business models that perform along three key dimensions — economic, environmental and social — over the long haul. The course provides a comprehensive overview of the issue, covering the spectrum from broad ecological, ethical, social, political, legal and economic considerations, down to firm level strategies and tactics at all levels and across all functional areas. Prerequisite: BSB Senior-level standing. Three credits.

BA 431 Project Management

This course provides a comprehensive overview of project management. The course addresses the culture, principles and basic techniques of project management. The course reviews the general states of a project in rough chronological order and describes how the stages interrelate. Basic tools of project management, such as work breakdown structure, scheduling, earned value analysis and risk management are introduced. The principles and tools are integrated and clarified through case studies from a variety of organizational settings and through creation of project management plans developed by students working in a team. This course is designed to help students prepare for examinations leading to professional certification in project management. Prerequisites: BSB senior-level standing and BA 395. Three credits.

BA 442 Purchasing and Supply Management

This course addresses modern practices and techniques of the purchasing and supply management (PSM) function. Included in the coverage of PSM are supply organization, quality, supplier selection, price determination, purchasing policy and procedures, material and logistic systems, inventory, global purchasing, acquisition of capital assets and supplier relations. This course is designed to help students to prepare for examinations leading to professional certification in supply chain management. Prerequisites: BSB senior-level standing and BA 395. Three credits.

BA 446 Logistics and Distribution Management

This course provides an overview of distribution operations and tools to make strategic, tactical and operational level decisions. The course includes order management, packaging and materials handling, transportation, location selection, warehousing management and global logistics. This course is designed to help students to prepare for examinations leading to professional certification in supply chain management. Prerequisites: BSB senior-level standing and BA 395. Three credits.

BA 453 Human Resource Management and Business Ethics

This course provides a rigorous and comprehensive approach to understanding the management of both human resources and ethics in a framework of current trends and practice. Emphasis is placed on practical, theoretical, and ethical management principles as well as examples and methods for promoting good employment practices. In the study of ethics, the course seeks an understanding of the day-to-day ethical and moral forces impacting employees within public organizations both domestically and internationally where local practices and cultural norms differ from our own. Situational public policy case studies, analysis and problem solving approaches to enhancing passion and commitment to personal and corporate honesty are highlighted. In the field of human resource management, emphasis will be placed upon planning, strategy, personnel selection, equal employment, the legal environment, training, appraisal, compensation and contemporary issues. The course has been developed for the student of general management whose job will involve responsibility for principled leadership in a global environment. Prerequisite: Senior-level standing. Three credits.

BA 454 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 students' understanding of innovation for value creation beyond product development, strengthen individual and collaborative competencies for working through the design process, and develop the ability to translate broadly defined opportunities into actionable innovation possibilities and recommendations. Prerequisite: BSB senior-level standing. Three credits.

BA 455 International Business

The growth and development of the multi-national corporation is the focus of this course, with attention given to the organizational and staffing problems that occur in the corporation's international role. The impact of differences in customs, mores, habits and their historical basis, economic and political systems, tax structures, religious beliefs, and societal expectations on the business firm when it crosses its national boundaries are studied. Prerequisites: BA 307, BA 212, BA 330 and BA 360. Three credits.

BA 456 Seminar in International Business

This seminar provides an opportunity for students to experience firsthand business operations in varying international settings. The seminar will include preparatory classes and lectures, meetings with professors and senior managers of enterprises in the countries visited, and concluding with classes and lectures and a major term paper. Prerequisite: BSB junior-level or senior-level standing. Three credits.

BA 457 Entrepreneurship Law

In our complex business world, entrepreneurs face unique legal challenges as they develop start-up businesses and other enterprises. This course prepares entrepreneurs to identify legal issues and avoid legal pitfalls through a multi-disciplinary lens. The course emphasizes practical aspects of start-ups and growth through and up to an IPO. Prerequisite: BA 303. Three credits.

BA 458 New Venture Creation and Launch

This course is a practical guide to starting a new business, providing students with exposure to every crucial aspect of the entrepreneurship experience. From the initial phase of evaluating a business idea to the actual business launch, students are introduced to the frameworks, complemented by practical advice and guidelines, provide students with a solid foundation to launch their own businesses while understanding the various risks their startup may face. For those who do not plan to launch a new business, skills learned can be used in their corporate and non-profit careers. Prerequisites: BA 112, BA 303, and BA 360. Corequisite: BA 393. 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 471 Health Care Law

This course surveys current ethical and legal responsibilities of health care providers and administrators. Emphasis is placed upon institutional defensive law (medical negligence and torts), health care regulation (administrative law), patient confidentiality, informed consent and advanced directives, professional discipline, health care access, government health care policies, managed care, criminal fraud and abuse, patient rights, labor and employment law, environmental regulation, insurance law, public safety and homeland defense/terrorism. Prerequisite: BA 303. Three credits.

BA 473 International Financial Management

Management of the contemporary firm's international financial operations. Topics include international money and capital markets, exchange rate risk, international capital structure and the cost of capital, international capital budgeting and cash management. Prerequisite: BA 330. Three credits.

BA 490 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: 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: 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: 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: 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: 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. Prerequisite: a "C-" or better in CHEM 122. Three credits.

CHEM 321 Physical Chemistry I

An application of laws and principles of physics and mathematics to chemical systems. Topics studied include thermodynamics, kinetics, equilibria, electrochemistry, nuclear chemistry, and elementary quantum mechanics. Three-hour lecture plus three-hour laboratory per week. Prerequisites: a "C-" or better in CHEM 122 and MATH 201. 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. Topics covered include quantum mechanics and spectroscopy. Prerequisite: CHEM 321. Three 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: a "C-" or better grade in CHEM 121 and 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. Prerequisite: 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. 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 and CHEM 302. It is strongly recommended that students enroll in this course in the fall or spring of their junior year. Two credits.

CHEM 492 Research Seminar

This course is designed to provide an opportunity for study of the scientific approach to the solution of technical problems. Prerequisites: CHEM 211, CHEM 302, and CHEM 491. Two credits.

CHEM 495 Topics in Chemistry

Study of specific topics, issues or themes within the field of chemistry. One, two or three credits.

CHURCH MUSIC (MUCH)**MUCH 331 Church Music I**

This course is an inclusive week of "hands on" study in the field of church music with special emphasis on children's choir methods and materials, basic conducting and the role of music in the church. Three credits.

MUCH 332 Church Music II

This course is an inclusive week of "hands on" study in the field of church music in which students plan, prepare and participate in a wide variety of church services. The adult choir (methods and materials and conducting the adult volunteer choir), plus the role of music in the church, is the central focus of the week. Three credits.

MUCH 333 Church Music III

This course is an inclusive week of "hands on" study in the field of church music in which the participants plan, prepare, and participate in a wide variety of church services. Special emphasis of this week is the role of the organ in worship, organ repertoire, hymn playing and organ accompaniment. Three credits.

MUCH 334 Church Music IV

This course is 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 V

This course is 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 VI

This course is 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

This course offers supervised practical experiences in a church music setting for a minimum of 150 clock hours. Three credits.

MUCH 495 Special Topics

This course is an investigation of a specialized topic within church music. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

MUCH 499 Individual Directed Research

This course allows for guided individualized study of projects in church music, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator 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 220 Crime and Its Analysis

This course provides an introduction to the nature and causes of crime, typologies, offenders and victims through a review of specific crime categories and criminological theories. Prerequisite: CJ 201. Three credits.

CJ 261 Juvenile Delinquency

Defining and explaining delinquency, its social context and types of intervention. Three credits.

CJ 295 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 350 Criminological Research Methods

This course presents research design as used in criminological research. Both qualitative and quantitative methods will be examined with emphases placed on formulating research questions, collecting data, conducting analyses, interpreting and reporting results with the information to be used to aid professionals in the criminal justice system to better do their jobs. Prerequisite: CJ 201. Three credits.

CJ 360 Criminal Procedure

This course reviews how constitutional law creates rules and standards for law enforcement, prosecution, defense and court procedures. Prerequisite: CJ 201. Three credits.

CJ 370 Drugs and Crime

This course investigates the history, theory, practice and legal environment of drug related crime and related criminal justice issues. Prerequisite: CJ 201. Three credits.

CJ 371 White-Collar Crime

This course reviews the history, theory, practice and legal environment of white-collar crime as it affects law enforcement, the justice system and American society. Prerequisite: CJ 201. Three credits.

CJ 372 Organized Crime

This course addresses the history, theory, practice and legal environment of law enforcement challenges and responses to organized crime in the United States and other countries. Prerequisite: CJ 201. Three credits.

CJ 373 Terrorism

This course studies the history, theory, practice and legal environment of various crimes committed by terrorist acts and the responses of law enforcement, government and society to the challenges. Prerequisite: CJ 201. Three credits.

CJ 374 Homicide

This course is an analytical study of homicide in the United States. Different types of homicide, theoretical explanations of homicide, homicide offenders, homicide victims, trends in homicide, the setting and circumstances surrounding homicide and capital punishment will be presented and discussed. Prerequisite: CJ 201. Three credits.

CJ 390 History of Criminal Law

This course presents the ways individuals and their societies have defined, recognized and punished those who chose not to follow societal rules and laws across time. Legal codes from throughout history will be examined and compared. Prerequisites: CJ 201 and CJ 220. Three credits.

CJ 401 Internship in Criminal Justice

Internship in the field of Criminal Justice. Prerequisites: Junior standing or Criminal Justice major; 2.5 GPA and permission of the instructor. Three credits.

CJ 477 Issues in Criminal Justice

A seminar on selected topics in the administration of criminal justice. Prerequisite: Senior standing as a Criminal Justice major. Three credits.

CJ 495 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. Prerequisite: CJ 201. One to three credits.

DANCE (DA)**DA 111 Modern Dance I**

This course for dance majors (and others with instructor's permission) 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 II

This course for dance majors (and others with instructor's permission) involves the development of skill, knowledge, and appreciation of modern dance through the study of fundamental techniques and other movement experiences. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 111. Two credits.

DA 121 Ballet I

This course for dance majors (and others with instructor's permission) 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 II

This course for dance majors (and others with instructor's permission) 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

This course for dance majors (and others with instructor's permission) 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 II

This course for dance majors (and others with instructor's permission) 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 143 Freshman Seminar

This seminar, offered for freshman/first-year dance majors only, focuses on integrating new students into the Conservatory community and developing skills for academic and professional success. Topics will include studio, audition, rehearsal and performance etiquette, production responsibilities, career development strategies, arts advocacy and community engagement. One credit.

DA 152 Contemporary Partnering

This course is an exploration of contact improvisation and contemporary partnering skills. Corequisite: 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 192 Pilates Mat II

This course offers continued study of Pilates' 6 Principles and the 34 Pilates Mat exercises, focusing on advanced level skill development through the addition of props (bands, balls and ring techniques), as well as more advanced variations of the traditional mat exercises. Emphasis is placed on continued mastery of physical skills at a sustained pace, providing increased cardiovascular wellness benefits and cross-training for the professional performer/athlete. Prerequisite: successful completion of DA 191. One credit.

DA 211 Modern Dance III

This course for dance majors (and others with instructor's permission), offers continued exploration in movement and motion and further develops 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 IV

This course for dance majors (and others with instructor's permission), offers continued exploration in movement and motion and further develops 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 III

This course for dance majors (and others with instructor's permission), offers 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 IV

This course for dance majors (and others with instructor's permission), offers 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 III

This course for dance majors (and others with instructor's permission), is a continuation of the study of technique in the jazz style, with emphasis on increasing proficiency of technical and performance skills, as well as knowledge of the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 132. Two credits.

DA 232 Jazz IV

This course for dance majors (and others with instructor's permission), is 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

This course for dance majors (and others with instructor's permission), presents basic elements and principles of composing movement for dance. 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. Two credits.

DA 242 Dance Composition II

This course for dance majors (and others with instructor's permission) presents basic elements and principles of composing movement for dance. Simple compositional forms for the solo performer are developed into duet and trio structures. Technology skills that support choreographic creativity are developed. A repertoire of questioning strategies in literal, interpretive, critical and evaluative thinking is developed in both oral and written formats. This course develops a foundation of knowledge, skills and processes for choreography appropriate to dance performance and teaching. Prerequisite: DA 241. Two credits.

DA 260 Movement and Dance for Children

Methods and materials appropriate to teaching creative movement for children are presented in this course. Pedagogical content and movement activities address a variety of ages and developmental levels and include individual, cooperative and team activities, as well as elementary folk and social dance forms. Students develop instruction procedure and materials utilizing a variety of teaching resources, including the Virginia Standards of Learning, and gain practical experience in classroom management and communication skills. Three credits.

DA 262 Techniques for Teaching Dance

This course offers an overview of principles and methodologies appropriate to the teaching of dance. Students will prepare goal-specific lesson plans, analyze technique principles and develop evaluation tools. 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 a familiarity with the Virginia Standards of Learning and a variety of other teaching resources. Three credits.

DA 291 Pilates Mat Teacher Training I

This course is designed for students to develop mastery of Pilates' 6 Principles, The Pilates Lab 5 Principles, the 34 Pilates Mat exercises and modifications in preparation for a Pilates Mat Teacher Training Completion Certificate. Contraindications for pregnancy, diabetes and orthopedic conditions will be covered as well as use of Magic Circle, Foam Roller and Theraball props. This course may be taken to fulfill dance technique elective credits. A minimum grade is required for students who wish to proceed to DA 292 Pilates Mat Teacher Training II, to complete the Pilates Mat Teacher Training Completion Certificate. Consult with the instructor for details. Prerequisite: One semester of college level anatomy (BIO 231 or BIO 232) approved by the instructor. Corequisite: Concurrent enrollment in DA 191 Pilates Mat. Two credits.

DA 292 Pilates Mat Teacher Training II

This course is designed for students to further develop mastery of Pilates' 6 Principles, The Pilates Lab 5 Principles, the 34 Pilates Mat exercises and modifications in preparation for a Pilates Mat Teacher Training Completion Certificate, which will be granted at the end of the semester provided the minimum grade is attained. Contraindications for pregnancy, diabetes and orthopedic conditions will be covered as well as use of Magic Circle, Foam Roller and Theraball props. Emphasis will be placed on the observation of other student teachers, preparing and teaching lessons in preparation for a career in teaching Pilates Mat. Certificate students must have earned a minimum grade in DA 291. Consult with instructor for details. This course may be taken to fulfill dance technique elective credits. Prerequisite: DA 291 Pilates Mat Teacher Training I. Corequisite: Concurrent enrollment in DA 191 Pilates Mat. One credit.

DA 311 Modern Dance V

This course offers continued study of modern dance technique for the advanced student emphasizing 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 VI

This course offers continued study of modern dance technique for the advanced student, emphasizing 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 V

This course offers continued study of ballet for the advanced student, emphasizing 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 VI

This course offers continued study of ballet for the advanced student, emphasizing 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

This course is a study in classical pointe technique for the ballet dancer and includes training exercises for strength development. Advanced dancers may study ballet variations and pas de deux drawn from the classical repertoire. One or two credits.

DA 331 Jazz V

This course for dance majors (and others with instructor's permission) offers continued study of jazz dance for the advanced student with emphasis on attaining technical proficiency, high quality performance skills, and increased knowledge about the art form. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DA 232. Two credits.

DA 332 Jazz VI

This course for dance majors (and others with instructor permission) offers 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 III

This course offers further exploration in composing duets, trios, quartets and large group pieces and emphasis on exploring spatial designs and rhythmic variations for group works. Technology skills that support choreographic creativity are developed. Ethical and legal issues relating to technology and copyright are discussed with regard to their impact on choreography, reconstruction and performance. This course further develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. Prerequisite: DA 242. Two credits.

DA 342 Dance Composition IV

This course offers further exploration in composing duets, trios, quartets and large group pieces and 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 I

This course examines production principles of dance performance including production personnel and scheduling, lighting, staging, costuming, sound production and video techniques. Discussion of these topics will be combined with first-hand experience, as students assist in preparations for all scheduled dance performances. This course develops a foundation of knowledge, skills and processes appropriate for dance performance and teaching. One credit.

DA 352 Dance Production II

This course is designed to acquaint students with dance production management. Topics include scheduling, budgeting and contractual requirements, publicity and box office management, program funding, and production week activities. Discussion of these topics is combined with first-hand experience, as students assist in preparations for all scheduled dance performances. This course develops a foundation of knowledge skills and processes appropriate for dance performance and teaching. One credit.

DA 353 Dance Production III

This course is designed to provide students with advanced-level experience in dance production, planning and management. Students will serve as assistants to the production manager and artistic directors, gaining first-hand experience in the development of schedules, contracting personnel and working with a purchasing system for the acquisition of materials and supplies. Students take a more active leadership role during load-in, and may stage manage a mainstage concert, supervise backstage preparations or call cues for performance. Prerequisite: DA 351. One credit.

DA 354 Dance Production IV

This course is designed to provide students with advanced-level experience in dance production planning and management, particularly in relation to front-of-the-house activities and publicity. Students take a more active leadership role during load-in, and may stage manage a mainstage concert, supervise backstage preparations or 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

This course examines content material specific to the pedagogy of ballet technique and focuses on sound teaching, 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

This course examines content material specific to the pedagogy of modern dance technique and focuses on sound teaching principles, 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

This course examines content material specific to the pedagogy of jazz dance technique and focuses on sound teaching principles, 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

This course offers an in-depth exploration of human anatomical structure and its relationship to dance movement. Emphasis is placed on 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

This course offers 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 is placed on 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

This course is a 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

This course offers practical experience in dance styles, with preparation of repertoire for performance. Physical skills, professional discipline and artistic expression are developed through these processes to provide a foundation for future performance, choreography and teaching. Prerequisite: Open by audition only. One credit.

DA 386 Dance Ensemble

This course offers 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. One credit.

DA 443 Senior Concert and Seminar I

This is the final performance and choreographic project for all BFA Dance and Dance Education majors. This course may only be undertaken when the student is within 30 credit hours of graduation, with no more than 12 credit hours of technique requirements remaining to complete. The 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. Details of performance, choreographic and production requirements are stated in the *Dance Division Handbook*. Prerequisites: DA 341 or DA 342. Corequisite: DA 311. Two credits.

DA 444 Senior Concert and Seminar II

This course is the conclusion of the final performance and choreography project for all BA and BFA majors in the dance division. The seminar component of this course 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. Two credits.

DA 471 History and Philosophy of Dance I

This course is a study of the development of Western theatrical dance, and how history and cultural trends have shaped it. Philosophical theories of dance as a performing art and the writings of contemporary critics are examined and discussed. Emphasis is placed on the development of an individual aesthetic base and 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 II

This course is a continuation of DA 471. Three credits.

DA 495 Special Topics

This course is an investigation of a specialized topic within dance. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

DA 498 Culminating Project

This course is an independent instruction setting for preparation of a culminating project in dance studies, where the 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

This course allows for guided individualized study of projects in dance, which may be used to fulfill dance electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

DANCE EDUCATION (DAED)**DAED 332 Foundations for Dance Education**

This course explores the historical, social and philosophical foundations of current education practices and their relationship to the dance educator's experience within the public school system. Concurrent enrollment in DAED 333 is required. Student must be a BFA Dance Education major to enroll in this course. Two credits.

DAED 333 Field Experience I**DAED 334 Field Experience II**

This course offers practical experience and observation of teaching strategies and skills in a variety of educational settings at the elementary, middle and secondary levels. Assignments facilitate reflection on each observation experience, including the evaluation of teaching methods, classroom management strategies, content of lessons, use of materials and resources, and pupil performance. Student must be a BFA Dance Education major to enroll in these courses. One credit each.

DAED 421 Directed Teaching in the Elementary School**DAED 422 Directed Teaching in the Secondary School**

This course consists of observation and teaching in public schools and private dance studios under direct supervision of a faculty member and the cooperating teacher at the school/studio in which the student is placed. 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, students 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

Designed for the non-dance major; this course 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 II

Designed for the non-dance major; this course 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

Designed for the non-dance major; this course offers 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. One credit.

DAPE 124 Ballet II

Designed for the non-dance major; this course offers an introduction to the basic skills, knowledge and processes of ballet technique and vocabulary. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Prerequisite: DAPE 123. One credit.

DAPE 133 Jazz I

Designed for the non-dance major; this course develops technical skills, knowledge and appreciation of jazz dance, 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 134 Jazz II

Designed for the non-dance major; this course develops technical skills, knowledge and appreciation of jazz dance, technique and vocabulary. 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 I

This course develops the 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 II

This course develops the 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

This course offers an exploration of contact improvisation skills, including weight-sharing and the immediacy of movement initiated by physical contact. One credit.

DAPE 220 Dance Technique for Musical Theatre

This course offers intensive training in the skills, knowledge and processes of ballet and jazz dance techniques. Emphasis is placed on development of movement vocabulary, performance skills, technical accuracy and injury prevention awareness. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. Course is open to students from all majors, but an audition is required for placement. Prerequisite: Placement by audition. Three credits.

DAPE 223 Ballet III

Designed for the non-dance major; this course offers continued ballet training with emphasis on increasing technical proficiency and awareness of the art form. Prerequisite: DAPE 124. One credit.

DAPE 224 Ballet IV

Designed for the non-dance major; this course offers continued ballet training with emphasis on increasing technical proficiency and awareness of the art form. Prerequisite: DAPE 223. One credit.

DAPE 233 Jazz III

Designed for the non-dance major; this course offers a continuation of the study of technique in the jazz style with emphasis on performance skills. Prerequisite: DAPE 134. One credit.

DAPE 234 Jazz IV

Designed for the non-dance major; this course offers a continuation of the study of technique in the jazz style with emphasis on performance skills. Prerequisite: DAPE 233. One credit.

DAPE 235 Tap III

This course offers continued study of tap dancing, with emphasis on complex rhythms and advanced technical skills. Prerequisite: DAPE 136. One credit.

DAPE 236 Tap IV

This course offers continued study of tap dancing, with emphasis on complex rhythms and advanced technical skills. Prerequisite: DAPE 235. One credit.

DAPE 281 Movement for Musicians

This course facilitates greater sensitivity and expressivity for musicians. Students will engage in class discussion, experiential learning and reflective assignments designed to explore movement reeducation and cross-training through a variety of dance and movement techniques. Emphasis is placed on improving movement efficiency while cultivating the body-mind connection for enhanced expressivity and artistry. Enrollment is limited to Music Performance majors only. One credit.

DAPE 333 Musical Theatre Dance Styles I

This course for musical theatre majors (and others with permission of the instructor) develops skills, knowledge and processes for the study of musical theatre dance repertoire. Emphasis is placed on performance of traditional movement vocabulary for different historical time periods and musical genres, developing a character through choreography, and developing the versatility necessary for professional work. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography, and teaching. One credit.

DAPE 334 Musical Theatre Dance Styles II

This course for music theatre majors (and others with permission of the instructor) develops skills, knowledge and processes for the study of musical theatre dance repertoire. Emphasis is placed on performance of movement vocabulary for a variety of contemporary musicals, developing a character through choreography and developing the versatility and adaptability necessary for professional work. Through these processes, students develop an understanding of the technical and artistic foundations necessary for performance, choreography and teaching. One credit.

DAPE 393 Social Dance Styles

This course explores 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.

DAPE 495 Special Topics

This course is an investigation of a specialized topic within dance. Prerequisites will vary with topic. One, two, or three credits dependent upon topic.

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

This course provides intermediate-level analysis of the determination of economic aggregates, including national income, employment, inflation and economic growth. This course will focus on both 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, and EC 211. Three credits.

EC 312 Intermediate Microeconomics

This course provides 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. This course will focus on both theory and applications. Prerequisites: BA 203 or MATH 207, and ECON 212. 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. Prerequisites: Sophomore-level standing and at least one business or economics course. Corequisite: ECLB 340. 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.

EC 471 Healthcare Economics

This course provides an overview of the issues in health economics and identifies challenges facing the American healthcare industry today. It is designed for students with sufficient knowledge in consumer and producer theories. Applying microeconomic principles, we examine the structure of healthcare delivery and its financing, demand for healthcare, the role and types of insurance, government regulations and healthcare reform. At issue is how healthcare markets contrast with other markets in the economy. Prerequisites: EC 212 and BA 302 (or MATH 208). Three credits.

EDUCATION (EDU)

EDU 221 Child Development Lab

This course supplements Child Development (PSY 220) by providing field observation in daycare centers as well as elementary, middle and secondary schools (PK-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 practice, 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 best practices for large group, small group, or individualized instruction and including students with diverse and/or special needs. Course includes field practicum in area school. Prerequisites: EDU 301 and acceptance into teacher education program. Three credits.

EDU 344 Methods and Management in Middle and Secondary Schools

Students will study and implement effective middle and secondary school teaching methods and management strategies for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group or individualized instruction and including students with diverse and/or special needs. Course includes field placement in area middle/secondary school. Prerequisites: EDU 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 Elementary and Middle Schools

Students will study and implement effective elementary and middle school teaching methods and assessments for improving achievement, aligned with Virginia's Standards of Learning, according to research-based best practices for large group, small group or individualized instruction and including students with diverse and/or special needs. Course includes field placement in area elementary/middle school. Prerequisites: EDU 301 and acceptance into teacher education program. Three credits.

EDU 403 Special Topics in Education

This course considers selected topics related to education. The participants will choose areas in which they wish to study either individually or in a group. Topics related to education may also be taken as workshop experiences when appropriate. May be repeated for additional credit. One, two or three credits.

EDU 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. Prerequisites: EDU 343 and EDU 344. *Must submit evidence of Praxis II score that satisfies licensure regulations for the Commonwealth of Virginia.* Nine credits.

EDU 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. Prerequisites: EDU 345 and EDU 346. *Must submit evidence of Praxis II and RVE scores that satisfy licensure regulations for the Commonwealth of Virginia.* Nine credits.

ENGLISH (ENG)**ENG 101 Composition**

This course provides instruction and practice designed to increase competence in communication, with primary emphasis on expository writing. Three credits.

ENG 102 Introduction to Literature

This course 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. Three credits.

ENG 201 Advanced Essay

This course provides instruction and practice in writing substantial essays of varied types: personal, expository, persuasive and literary. Prerequisite: ENG 102. Three credits.

ENG 207 Imaginative Writing

This course provides instruction and practice in the fundamentals of imaginative writing — drama, fiction and poetry. Prerequisite: ENG 102. Three credits.

ENG 209 Research Writing in English

This course provides 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

This course is 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 306 Ancient World Literature

This course is 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 313 Literature in Critical Perspectives

This course provides instruction in modern critical approaches to literature. 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 316 Diseases in Literature

This course is an examination of the human responses to disease throughout history in order to understand the social, religious and medical reactions to epidemic diseases of people in past ages as presented in literature. Prerequisite: ENG 102. Three credits.

ENG 321-340 Studies in Short Fiction

This course involves 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 328 Contemporary World Fiction in English

This course involves a comparative study of major contemporary works of world fiction in English from Africa, Asia, the Middle East, the Americas, the Caribbean and the British Commonwealth by a variety of authors. Cross-cultural similarities such as theme and technique will be identified with simultaneous attention to historical and cultural specificities. Prerequisite: ENG 102. Three credits.

ENG 341-360 Studies in Long Fiction

This course involves 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), Forster's *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 358 Willa Cather

This course is a broad and intensive study of Willa Cather's fiction (novels and short stories) that emphasizes her prominence as an American modernist. Major works may include *My Antonia*, *A Lost Lady*, *The Professor's House*, *Death Comes for the Archbishop* and *Sapphira and the Slave Girl*. Prerequisite: ENG 102. Three credits.

ENG 361-380 Studies in Drama

This course provides a wide reading of exemplary works of drama as 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. This course will survey comic plays written during those 25 centuries. Aristophanes, Plautus, Shakespeare, Moliere and Sam Shepard are just five of the playwrights, from five different eras and parts of the world, the course will consider. Prerequisite: ENG 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, this course involves the study of plays representing the range of Shakespeare's dramatic works. Prerequisite: ENG 102. Three credits.

ENG 365 Modern American Drama

This 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 367 Tragic Drama

This course surveys influential tragic plays spanning the last 2,500 years from ancient Greece through Elizabethan England and into the contemporary United States. Students will consider how these works have helped to shape our contemporary understandings of dramatic tragedy. Prerequisite: ENG 102. Three credits.

ENG 381-398 Studies in Poetry

This course provides a wide reading of exemplary works of poetry as 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 386 Victorian Poetry

This is a study of the major poets of the Victorian era, including Tennyson, Arnold, R. Browning, E. B. Browning, D. G. Rossetti, C. Rossetti, Clough, Meredith, Morris, Swinburne, Hopkins, Wilde, and others. Attention will be focused on various poetic forms such as lyric, dramatic monologue, ode and elegy. Prerequisite: ENG 102. Three credits.

ENG 387 19th Century American Poetry

This course is designed to improve students' abilities to read poetry critically; to study the poems and poets in the context of American literature and culture; and to study this poetry in the context of allied arts, including landscape painting and photography. Emerson, Poe, Whitman and Dickinson are the major poets studied. Other poets studied include Bryant, Longfellow, Whittier, Melville and Crane. Prerequisite: ENG 102. Three credits.

ENG 399 Topics in English

This course is a study of special topics, issues or themes within the field of English. Prerequisite: ENG 102. Three credits.

ENG 499 Senior Comprehensive Study

This course is an independent study in which a senior English major is expected to demonstrate maturity as a reader, writer and critic. Study is 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. This course is 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 ESL 105. 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 though developing strong note taking skills in academic lecture situations. Prerequisites: ESL 100 and ESL 103. 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 ESL 105. 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. 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. 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 and ESL 122. 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. Prerequisite: 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. Two lecture hours per week. Prerequisite: ES 101 or ES 105 or BIO 121 or BIO 122. Two credits.

ES 295 Wildlife Ecology and Habitat Management

This course will examine the ecology and management of game and nongame vertebrate species. Specific attention is given to ecological principles, population dynamics, conservation concerns and the management of population and habitats. Outside field days may be required. Prerequisite: ES 101 or BIO 121 or BIO 122. Three credits.

ES 300 Geographic Information Systems

An introduction to the theories and applications of geographic information systems (GIS). Emphasis is placed on geographic information acquisition, manipulation and mapping. An integrated system of lectures and hands-on exercises will be used to gain practical experiences in GIS analysis and visualization. A basic knowledge and use of computers is assumed. Three credits.

ES 319 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. Two lecture hours per week. Prerequisite: ES 101 or ES 105 or 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. Two or three credits.

ES 399 Directed Study

Directed study in a wide variety of areas of environmental studies. May be repeated for credit. One, two or three credits.

ES 401 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 Sampling and Analysis

This course is an examination and application of field and laboratory techniques used in ecology, field biology and environmental assessment. Students contribute to one or more environmental research projects. Prerequisite: BIO 321. Corequisite: ELAB 421. Four credits.

ES 492 Environmental Research Project

Students propose and conduct research on a topic of environmental interest. Two credits.

EXERCISE SCIENCE (EXSC)**EXSC 130 Introduction to Exercise Science**

This course will cover the foundations of exercise science, including history and philosophy, careers, professional organizations, certifications, sub-disciplines, research methods and professional issues. Three credits.

EXSC 270 Structural Kinesiology

This course is designed to study the functional anatomy of muscles, bones and joints as they are involved in human movement. Specifically, the course focuses on bony structures, their interactions, and the muscles creating movement of common activities, of physical exercises, and of sport movements. Movement analyses will progress from simple single joint motion to that of complex sport skills. Three credits.

EXSC 280 Care and Treatment of Athletic Injuries

This course provides knowledge of common athletic injuries: their prevention, care and treatment. Three credits.

EXSC 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.

EXSC 295 Topics in Exercise Science

Study of specific topics, issues or themes within the field of Exercise Science. Two credits.

EXSC 340 Practicum in Exercise Science

This course is designed to provide clinical lab experience in a work setting under the supervision of experienced professionals. One credit.

EXSC 350 Sport and Exercise Psychology

This course examines the psychological dimensions of exercise and sport with emphasis on skill acquisition and preparation for athletic performance. Three credits.

EXSC 352 Sports Nutrition for Health and Performance

This course examines the effect of nutrition on health, exercise training and sport performance. Discussion will focus on essential nutrients and diet analysis, nutritional practices surrounding competition events, the use of ergogenic aids, weight management issues and best nutritional practices for strength, team and endurance athletes. Three credits.

EXSC 381 Biomechanics

This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to exercise, sport and physical activity. The student should gain an understanding of the mechanical principles that govern human motion and develop the ability to link the structure of the human body with its function from a mechanical perspective. Prerequisites: EXSC 270 and MATH 102. Three credits.

EXSC 384 Physiology of Exercise

This course addresses the functional adjustments of the human body under the stress of motor activity. Emphasis is on physiology of muscular contraction and circulo-respiratory response to activity. Prerequisites: BIO 231 and BIO 232. EXSL 384 Physiology of Exercise lab must be taken concurrently. Four credits.

EXSC 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 safe and effective application of these principles. Prerequisite: EXSC 270. Three credits.

EXSC 395 Exercise Science Topics

Study of specific topics, issues or themes within the field of Exercise Science. Three credits.

EXSC 399 Directed Studies

Directed studies are designed for study/research in a wide variety of areas of exercise science. The study may consist of a basic independent research problem, a senior thesis or assisting with faculty research. Enrollment requires permission of instructor. May be repeated for credit, for a total of nine credits. One to three credits.

EXSC 401 Internship in Exercise Science

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. Students will identify and secure an internship as part of their coursework. Enrollment is limited to students with senior standing who have obtained the permission of instructor. Six credits.

EXSC 410 Fitness Concepts and Exercise Prescription

This course provides an understanding of individualized exercise prescription design in programs to develop and maintain physical fitness through testing and re-evaluation strategies. Prerequisite: EXSC-384 or KIN 384. Three credits.

EXSC 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. Enrollment is limited to students with senior standing enrolled in the Exercise Science program. 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. Three credits.

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. Three credits.

FR 202 Intermediate French II

Emphasis is placed on perfecting the student's ability to think and converse in French with ease. Language books are supplemented by readings in French literature, culture, and civilization. Prerequisite: FR 201. Three credits.

FR 301 French Conversation

Development of oral expression and fluency with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: FR 202 or equivalent. Three credits.

FR 302 French Grammar and Composition

Development of written expression with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: FR 202. Three credits.

FR 315 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.

GEO 454 Our Eastern Forests: History, Ecology and Change

This course examines the characteristics and processes of forest communities in the eastern United States. Specific attention is given to environmental history, forest-environment interaction, forest disturbance, tree regeneration and tree-ring analysis. Issues of forest management and conservation concern will also be considered. Outside field days may be required. Prerequisites: ES 101, BIO 121 and BIO 122. Three credits.

GEOLOGY (GEOL)**GEOL 201 Physical Geology**

This course is an overview of earth materials and processes including minerals and rocks, landforms, earth surface processes, geological hazards, plate tectonics and geological time. Laboratory activities involve map interpretation, mineral and rock identification, and the examination of local geological features. Prerequisite: Any four-credit laboratory science course. Corequisite: GELB 201. 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 GER 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 301 Cultural Competency and Health Care

This course facilitates development of knowledge, skills, values, meanings and experiences related to delivering competent cultural care to the clients. Emphasis is also on developing mindful interaction skills with other health care workers through deep exploration of self and interaction with individuals and groups with diverse backgrounds. Three credits.

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 The Practice of History

The practice of history requires mastery of important skills. These include: critical thinking, archival research, material cultural analysis, document interpretation, scholarly writing, documentation and oral communication. By developing these skills through instruction, practice, and active experience, this course prepares students for successful performance in the history major, as well as lifelong achievement in a variety of professions. Prerequisites: HIST 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 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. Prerequisite: 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. Prerequisite: 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 (same as BIO 365)

This course will be an interdisciplinary topics course examining the impact of human disease on the development of human history. Topics to be discussed will include 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. Prerequisite: 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. 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 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 Thesis

This course serves as the capstone activity for all History majors. Students will complete the research, writing and presentation, under faculty supervision, of a major research paper initiated during one of their 300-level or above elective courses. Prerequisites: HIST 201 and a 300-level or above HIST course. Three credits.

HUMANITIES (HU)**HU 295 Topics**

Study of specific topics, issues or themes within the humanities. Three credits.

HU 495 Advanced Topics

Study of advanced specific topics, issues or themes in the humanities. Three credits.

INFORMATION SYSTEMS AND TECHNOLOGIES (IST)**IST 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.

IST 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: IST 204. Three credits.

IST 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: IST 204. Three credits.

IST 354 Business Intelligence, Knowledge Management and Decision Systems

The purpose of this course is to introduce the student to the concept of expert systems development. The software package VP-Expert will provide the basis of the expert systems development and application to real life business decision-making and prototyping. Prerequisite: IST 307. Three credits.

IST 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: IST 307. Three credits.

IST 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: IST 307. Three credits.

IST 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: IST 307. Three credits.

IST 471 Healthcare Information Systems

This course introduces the student to the types of computer information systems used in the health care industry. The emphasis is on the purpose, functionality, and strategic use of various systems. Relevant topics include electronic patient medical records, outcomes management, and use of mobile technology in healthcare practice. Both practitioner and administrator perspectives will be examined. Additional areas covered include regulation, technology standards, security, and management challenges. Prerequisite: BA 310. Three credits.

IST 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.

IST 498 Information Systems and Computer Technology Internship

A link between the classroom and experience on the job, the internship provides qualified students a three-way arrangement among the professor-advisor, the employer and the student-employee. Students may obtain appropriate employment on their own or in conjunction with the internship advisor of the School of Business. A minimum of two 40-hour work periods is required for each semester hour of credit for which the course is taken. Prerequisites: BSB junior-level or senior-level standing. Three or six credit hours.

ITALIAN (IT)

IT 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 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 295 Topics in Kinesiology

Study of specific topics, issues or themes within the field of kinesiology. Two credits.

KIN 395 Kinesiology Topics

Study of specific topics, issues or themes within the field of kinesiology. 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.

KINESIOLOGY EDUCATION (KNS)**KNS 262 Instructional Strategies for Team Sports**

This course addresses methodologies for teaching a variety of team sports. Students will lead peer teaching experiences requiring the generation of lesson plans and a unit block plan for a specific sport. Students will also engage in a 20-hour, supervised field experience in an assigned secondary school. Prerequisites: Physical education majors only and sophomore standing. Three credits.

KNS 305 Materials and Methods in Teaching Elementary Health and Physical Education

The developmental approach advocated in this course attempts to apply knowledge of children's growth and motor development in a comprehensive manner; recognizing the essential concept of the individuality of the learner — individually in terms of motor, cognitive, and affective development. This course addresses essential information for successful teaching in regards to the learner, the program, and the teacher at the elementary level. Teacher candidates will engage in a 75-hour, supervised field methods experience in an assigned school and participate in a weekly seminar. Prerequisites: EDU 301 and KNS 262; acceptance into the School of Education and Human Development; pass Praxis I. Physical education majors only. Four credits.

KNS 306 Materials and Methods in Teaching Secondary Health and Physical Education

This course will provide teacher candidates the opportunity to examine and observe the traditional curriculum and various new curricula. They will plan and teach activities that are multicultural and interdisciplinary. Students in this course will engage in a 75-hour supervised secondary methods experience in an assigned school and participate in weekly seminars. Prerequisites: EDU 301 and KNS 262; acceptance into the School of Education and Human Development; pass Praxis I. Physical education majors only. Four credits.

KNS 308 Materials and Methods in Teaching Health

This course is designed to familiarize teacher candidates with various modes of course organization, class preparation and instructional methods suitable for teaching health in the secondary school. Students will engage in a 60-hour supervised methods experience in an assigned school and participate in a weekly seminar. To be taken fall of senior year. Prerequisites: EDU 301 and KIN 252, pass Praxis I; and acceptance into the School of Education and Human Development K-12 Health and Physical Education Program. Health and Physical Education majors only. Three credits.

KNS 322 Motor Development

This course is designed to acquaint students with the developmental levels and stages children go through and how these stages impact cognitive and psychomotor skills and learning. Course topics include motor skills, principles of learning and performance, teacher feedback and instructional strategies. Three credits.

KNS 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. 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

This course covers the identification and recognition of physical abnormalities frequently found in school-age children and how physical activity can be adapted to improve various conditions. Three credits.

KNS 490 Physical Education Curriculum and Administration

This course covers multiple physical education curriculum models. Students are exposed to various models, who created the model, where the model originated, the strengths and weaknesses of each model, and school districts who use the model. 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 (same as WST 322)

This course uses advertising to examine the construction of gender from the late 19th century to the present, particularly how advertising has contributed to the meanings we attach to being a man and being a woman in American culture. We take a historical look at how consumer culture has represented and defined the male, the female, the masculine, and the feminine by focusing on the development of significant advertising campaigns and consumption items. We will examine the relationship between major shifts for men and women in the private and public sphere and the depiction of those shifts in advertisements. Throughout the semester, we will relate the old to the new by focusing on persistent patterns of meanings that reoccur in advertisements and what these patterns tell us about the development of particular gendered meanings and gendered norms. Three credits.

MCOM 323 Children and the Media (same as PSY 323)

This course examines the relationship between children and the media. It will look at media consumption and content as they relate to child development, as well as how gender, culture, self-concept, attitudes and behavior influence and are influenced by media exposure. Prerequisite: PSY 101 or MCOM 101. Three credits.

MCOM 325 Computer-Assisted Reporting

Students will learn the basic tools of computer-assisted reporting (CAR). They will learn to organize information and develop story ideas using computer spreadsheets and databases. They will learn to research stories using electronically sorted public documents and the Internet. Three credits.

MCOM 330 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 342 Video Journalism

This course introduces students to the techniques of broadcast field reporting and working as a reporting team. Emphasis is placed on the basic skills involved in gathering, reporting, editing and delivering the news. Prerequisite: MCOM 101. 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 (same as PSCI 351)

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 395 Topics in Visual Communications

Study of special topics, issues or themes within the field of visual communications. Three credits.

MCOM 398 Campus Media Internship

An on-campus internship with one of the university media, public relations or information offices. Prerequisite: Junior standing. Three credits.

MCOM 401 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 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 film. Particular emphasis is placed on the social and mediated constructions of femininity and masculinity in sport. Prerequisite: MCOM 101. Three credits.

MCOM 470 Advanced Video Post-Production

This course is designed to familiarize the student with the principles of the post-production process and with advanced techniques of video editing. The primary activity in the course will be the application of these technical and aesthetic concepts through hands-on experience in video editing projects. Students will also be required to participate outside of class in the SUTV non-linear digital editing facility. Corequisite: MCOM 480. Three credits.

MCOM 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. Prerequisites: MCOM 101. Three credits.

MCOM 480 Advanced Video Field Production

This course is designed to familiarize the student with advanced techniques of video field production. The primary activity in the course will be the application of these techniques in video field production projects. The emphasis in this course will be single-camera production techniques, though multi-camera remote production will be discussed. Students will also be required to participate outside of class on the SUTV production crew. Corequisite: MCOM 470. Three credits.

MCOM 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. 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. Prerequisite: Junior standing. 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. Prerequisite: MCOM 201. Three credits.

MATHEMATICS (MATH)

MATH 099 Basic Algebra

This course establishes a foundation in algebraic concepts and problem solving needed for college-level mathematics. Topics include the real number system, equations, inequalities, graphs, exponents, polynomials and factoring. Grade of "S" or "U" only. This course fulfills no curricular requirements. Three pre-college-level credits.

MATH 100 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. Four 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. Four 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 212 Applications of Calculus in the Health Professions

A study of the mathematics behind work done by clinical health professionals. Topics include drug dosage calculations, measurement conversions, percent strength in solutions, mathematical modeling of the circulatory system via differential equations and how concentration of a drug in the bloodstream changes over time. Prerequisite: MATH 201. Two credits.

MATH 295 Topics

Study of specific topics, issues or themes within the field of mathematics. One, two or three credits.

MATH 302 Multivariable Calculus

The study of vector-valued functions, partial derivatives, multiple integrals, vector fields, and their applications. Prerequisite: MATH 202. Three credits.

MATH 310 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. 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. 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. Prerequisite: MATH 302. Three credits.

MATH 442 Functions of a Complex Variable

A study of the complex variable including analytic functions, Cauchy-Riemann equations, Cauchy's Theorem, power series, residue theorem and conformal mapping. Prerequisite: MATH 202. Three credits.

MATH 475 Research Seminar I

This is a capstone course for the mathematics major. The student is expected to find an interesting mathematics topic to explore and pursue it in-depth. The student is expected to write up the results of this exploration in a research paper and do a presentation on the research as a part of this course. Prerequisite: Junior or senior standing and permission of the instructor. Two credits.

MATH 476 Research Seminar II

This is a capstone course for the mathematics major. The student is expected to explore a mathematics topic and pursue it in-depth. The student is expected to write up the results of this exploration in a research paper as part of this course and to present their results to peers and interested faculty. Prerequisite: MATH 475. Two credits.

MATH 495 Advanced Topics

Study of specific topics, issues or themes within the field of mathematics. One, two or three credits.

MATH EDUCATION (MTH)**MTH 335 Mathematics for the Elementary and Middle School I**

Concepts and theories underlying elementary school mathematics, including systems of numeration, whole numbers and integers, operations with integers, equations and inequalities, number theory, probability and statistics. Intended for school educators. Prerequisites: MATH 101 and MATH 207 or the equivalent. Three credits.

MTH 336 Mathematics for the Elementary and Middle School II

A continuation of MTH 335. Topics include fraction models and operations, real numbers, patterns and functions, algebra, geometry and measurement. Intended for school educators. Prerequisite: MTH 335. Three credits.

MUSIC CONDUCTING (MUCO)**MUCO 361 Beginning Choral and Instrumental Conducting**

In this course, students will learn effective musicianship through study of the 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

This course involves further refinement of effective musicianship through the development of skills in choral 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, and MUTC 208. One and one-half credits.

MUCO 364 Instrumental Conducting

This course involves further refinement of effective musicianship through 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, and MUTC 208. One and one-half credits.

MUCO 463 Advanced Choral Conducting

This course is the study and interpretation of the standard choral repertoire. Prerequisite: MUCO 363. Two credits.

MUCO 464 Advanced Instrumental Conducting

This course is the study of baton technique and critical examination of large-form works, rehearsal techniques, and interpretive problems. Prerequisite: MUCO 364. Two credits.

MUCO 495 Special Topics

This course is an investigation of a specialized topic within conducting. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

MUCO 499 Individual Directed Research

This course allows for guided individualized study of projects in conducting, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator 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 102 Music Teaching Colloquium**

This colloquium is designed to examine relationships between pedagogy, research and practice in music education. Zero credit.

MUED 103 Musicking I

This course includes performing, creating and responding to music in a laboratory setting. It is designed to promote diverse ways of thinking about music teaching and learning as informed by personal musicianship. One credit.

MUED 130 The Musician Teacher

This course is an orientation in music education to a wide array of topics regarding music in the schools (K-12). It includes readings, guided observations, and discussion of contemporary trends and practices presented in a seminar setting. Two credits.

MUED 135 Foundations of Education in Music

Students explore 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

Students examine 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

This course is a study of music curricula and assessment and the creation of learning environments that support diverse learners in inclusive settings. It includes construction, administration and evaluation of tests and other assessment tools. It begins with an overview of instructional planning, the relationship of objectives to standards and strategies for ensuring alignment between standards, curriculum and instruction, and assessment. Prerequisites: MUED 135 and MUED 235. Three credits.

MUED 303 Musicking II

This course addresses methods, materials and media appropriate to the teaching of general music classes and choral rehearsals. It also includes business procedures, organization and management of large and small choral ensembles, with knowledge of techniques in rehearsing, conducting and designing instruction for vocal/choral school groups. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUED 236, MUTC 201, MUCO 361 and PSY 220. Corequisite: MUED 334 or MUED 335. Three credits.

MUED 321 Pre-School and Elementary Choral/General Music Methods

This course is the study of 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. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisite: MUED 236. Corequisite: MUED 333. Three credits.

MUED 328 Ensembles in Contemporary Music Education

This course addresses philosophical and pedagogical foundations for providing music ensemble experiences within the public schools. There is a special focus on how to incorporate and support the inclusion of marching band, jazz band, small ensembles and combos into the traditional public school music program. Prerequisite: MUED 332. Corequisite: MUED 335. Two credits.

MUED 331 Teaching from the Podium I

This course includes the study of the methods, materials and pedagogical techniques related to teaching instrumental music in schools including curriculum development, National Standards for Arts Education, Virginia Standards of Learning, psychology of teaching and evaluation of student learning. Prerequisite: Successful completion of Sophomore Screening, MUED 236, MUTC 201, MUCO 361 and PSY 220. Four credits.

MUED 332 Teaching from the Podium II

This course is continued study of the methods, materials and techniques related to teaching instrumental music in schools. Areas of focus include score study and analysis for preparation of ensemble class lessons; practical exploration of rehearsal techniques with an emphasis placed on clarity and efficiency in solving problems of balance, ensemble, intonation and phrasing; designing and teaching units of study; and assessments for instrumental performance class. Additional attention will be given to improved clarity of basic stick technique and application to musical and pedagogical problems encountered in the classroom. Prerequisite: MUED 331. Corequisite: MUED 334. Four credits.

MUED 333 Field Experience I

This course requires observing, assisting and teaching of music in a public school setting. It is designed to provide practical application of the teaching skills and strategies discussed in the elementary music methods course. Prerequisites: Successful completion of Sophomore Screening, MUED 236, MUTC 201, MUCO 361 and PSY 220. Corequisite: MUED 321. Two credits.

MUED 334 Field Experience II

This course requires observing, assisting and teaching of music in a public school setting. It is designed to provide practical application of the teaching skills and strategies discussed in music methods courses. Prerequisite: MUED 333. Corequisite: MUED 303 (Choral/General concentration) or MUED 332 (Instrumental & Jazz concentrations). Two credits.

MUED 335 Field Experience III

This course requires observing, assisting and teaching of music in a public school setting. It is designed to provide practical application of the teaching skills and strategies discussed in music methods courses. Prerequisite: MUED 334. Corequisite: MUED 303 (Choral/General concentration) or MUED 328 (Instrumental & Jazz concentrations). Two credits.

MUED 421 Directed Teaching in Elementary Music**MUED 422 Directed Teaching in Secondary Music**

This course consists of 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. Corequisites: MUED 421, MUED 422 and MUED 423. Five credits.

Prerequisites for all concentrations: Completion of background check (to be completed less than 90 days prior to semester start date); successful completion of the Sophomore Screening in Music Education; completion off all major and minor lesson requirements, all music literature requirements, all music theory requirements, all psychology requirements and all music education core requirements; successful completion of Praxis II and a 3.0 grade point average in all coursework.

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. Corequisites: MUED 421 and MUED 422. Two credits.

MUED 495 Special Topics in Music Education

This course is an investigation of a specialized topic within music education. One, two or three credits, dependent upon topic.

MUED 499 Individual Directed Research

This course allows for guided individualized study of projects in music education, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

MUSIC ENSEMBLES (MUEN)**Large Ensembles****MUEN 301 Symphonic Wind Ensemble**

This course is 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. One credit.

MUEN 302 Concert Band

This course is 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. One credit.

MUEN 303 Symphony Orchestra

This course is 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. One credit.

MUEN 304 Conservatory Jazz Ensemble

This course consists of a 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. One credit.

MUEN 306 Guitar Ensemble

This course is an ensemble that performs music composed or arranged for multiple guitars. Audition required. One credit.

MUEN 311 Conservatory Choir

This course consists of a select group of singers who perform sacred and secular choral music ranging from Renaissance to contemporary compositions. Audition required. One credit.

MUEN 312 Shenandoah Chorus

This course is a mixed vocal ensemble that performs sacred and secular choral music. Emphasis is also placed upon the development of basic choral skills. Audition required. One credit.

MUEN 313 Cantus Singers

This course is a select choral organization that performs music written especially for treble voices. Audition required. One credit.

Small and Chamber Ensembles**MUEN 314 Shenandoah Singers**

This course is 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

This course is an ensemble performing original compositions and transcriptions for homogeneous double bass ensemble. Audition required. One credit.

MUEN 331 Kammermusik Players

This course is a large, mixed chamber ensemble comprised of wind, string and percussion instruments (mostly one instrument per part) that studies and performs music of all styles. Audition required. One credit.

MUEN 332 Clarinet Choir

The clarinet choir, comprising all members of the clarinet family, performs original works and transcriptions. Audition required. One credit.

MUEN 333 Percussion Ensemble

This ensemble performs standard and original compositions written for percussion instruments. Audition required. One credit.

MUEN 335 Jazz Guitar Ensemble

The jazz combos are designed to expand upon the student's improvisation and interpretative skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear training and listening skills with respect to chord/scale recognition in improvisation. The student may also be required to memorize some or all of the repertoire. Audition required. One credit.

MUEN 341 Chamber Choir

This course is 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

This course is a mixed ensemble of indeterminate personnel, open to both singers and instrumentalists, that regularly performs contemporary chamber music and frequently features premiere performances of new works. Audition required. One credit.

MUEN 353 Pit Orchestra

This course is an orchestra that plays for musical theatre productions. Specific instrumentation needed is determined by the production offered, but typically would include: five woodwinds (doubling), five to eight brasses, strings (3,2,2,1), piano and percussion. Audition required. One credit.

MUEN 354 Pep Band

This course is 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

This course consists of 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

This course consists of various ensembles of woodwind instruments in diverse groupings whose repertoire includes standard quartets and quintets. Audition required. One credit.

MUEN 363 String Chamber Ensemble

This course is the 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

This course consists of one or more student saxophone quartets that are formed each semester to perform standard quartet literature from the French, German, and American schools. Audition required. One credit.

MUEN 365 Flute Ensemble

This course is an ensemble performing music for flute groups of varying size. Audition required. One credit.

MUEN 366 Guitar Consort

In this course, students will perform 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

This course is an ensemble performing original compositions and transcriptions for homogeneous cello ensemble. Audition required. One credit.

MUEN 368 Chamber Music

This course is the preparation and performance of representative uncondacted chamber works for three or more instruments. Placement in ensembles will be at the discretion of the Chamber Music Coordinator and approval of the division chair. Audition required. One credit.

MUEN 371 Jazz Combo Ensemble

Jazz combos are designed to expand upon the student's improvisation and interpretive skills in a jazz chamber music setting. Emphasis will be placed on standard repertoire from the swing era up to the present. Student arrangements are encouraged. Particular attention will be focused on ear-training and listening skills with respect to chord/scale recognition in improvisation. The students may also be required to memorize some or all of the repertoire. Audition required. One credit.

MUEN 372 World Music Ensemble

This course is 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

This course is a small ensemble with the emphasis on development of performance and improvisational skills. No audition required. One credit.

MUEN 378 Harp Ensemble

This course is the 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 210 Survey of Early Music

This course is a survey of European art music from the medieval period through the early Baroque. This course consists of lectures, readings, listening exercises and essay writing. Students are assessed on knowledge of factual, conceptual and aural materials. Three credits.

MULT 211 Core Western Music History I

This course is a survey of European art music from 1650 to 1850. Students will attend lectures and complete readings and listening assignments, writing exercises and a weekly listening lab. Students will be assessed on their knowledge of factual, conceptual and aural materials. Three credits.

MULT 212 Core Western Music History II

This course is a survey of European art music from 1850 to the present. Students will attend lectures and complete readings and listening assignments, writing exercises and a weekly listening lab. Students will be assessed on their knowledge of factual, conceptual and aural materials. Three 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 technical musical vocabulary and an ability to read music are not required for this course. Three credits.

MULT 270 Introduction to indigenous Music Cultures

This course introduces students to historical and contemporary music indigenous to representative geographic regions of the world. Three credits.

MULT 271 Women in Music

This survey course focuses on women's roles as composers, performers and participants. Subject material is not restricted to Western art music and will include case studies from various cultures, locations and historical periods. The course consists of lectures, discussions, listening and written assignments. Three credits.

MULT 275 Western Art Music Appreciation

This course is a survey of Western European art music representing all periods and genres with an emphasis on basic terminology and knowledge of standard musical works and stylistic periods. Three credits.

MULT 355 American Musical Theatre I

This course covers the history and development of popular musical theatre in the United States from colonial times through 1942, including extravaganza, minstrelsy, revue, vaudeville, burlesque, operetta and early musical comedy. Three credits.

MULT 356 American Musical Theatre II

This course covers 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 401 Symphonic Literature

This course provides the students with a historical and analytical study of selected works from the Classical period to the present. Prerequisites: MULT 211 and MULT 212. Three credits.

MULT 403 Brass Literature

This course is a historical and analytical survey of solo literature and advanced method materials written for brass instruments. Three credits.

MULT 407 Organ Literature I

This course is a historical and analytical survey of organ literature. Two credits.

MULT 408 Organ Literature II

This course is a continuation of MULT 407. Prerequisite: MULT 407. Two credits.

MULT 409 Percussion Literature

This course is a historical and analytical survey of percussion solo and ensemble music. Three credits.

MULT 411 Piano Literature I

This course is a historical and analytical survey of piano literature from the earliest sources through the Classical period. Two credits.

MULT 412 Piano Literature II

This course is a historical and analytical survey of piano literature from the Romantic period to the present. Two credits.

MULT 413 Woodwind Literature

This course is a 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

This course is a historical and analytical survey of literature for solo and chamber strings throughout the major historical musical periods. Three credits.

MULT 420 Opera Literature

This course offers 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 428 Chamber Music Literature

This course is an introductory survey of the study of chamber music for strings and winds from the middle of the 18th century through the 20th century. Emphasis will be placed on stylistic evolution in chamber music as made manifest in representative compositions by major composers. Prerequisites: MULT 211 and MULT 212. Three credits.

MULT 432 Jazz History

This course surveys the origin, development styles and major contributors of jazz through listening, analysis and research. Three credits.

MULT 433 Survey of Vocal Literature

This course presents 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

This course is a 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

This course is a historical and analytical survey of guitar literature from the Renaissance Era through the music of J. S. Bach. Two credits.

MULT 436 Guitar Literature II

This course is a historical and analytical survey of guitar literature from the Classical Era through the music of the 21st century. Two credits.

MULT 441 The Piano Concerto

This course will investigate the evolution and scope of this genre from its origins in the 18th century to the present. This course will examine compositional style, technical considerations and performance elements of the concerto as they relate to the development of piano repertoire and technique. Prerequisites: MULT 411 and MULT 412. Two credits.

MULT 495 Special Topics

This course is an investigation of a specialized topic within music literature. One, two or three credits, dependent upon topic.

MULT 499 Individual Directed Research

This course allows for guided individualized study of projects in music literature, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

MUSIC PERFORMANCE AND PEDAGOGY (MUPP)**MUPP 110 Concert Production Practicum I**

This course provides students with the skills required to present a concert and manage one professional-quality event during the semester. Each student will serve as an assistant by partnering with a student in MUPP 310 for guided peer-to-peer learning. One-half credit.

MUPP 121 Beginning Guitar Class

This is 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 216 Beginning Winds

This course addresses fundamental playing techniques of brass and woodwind instruments. The focus includes a survey of teaching techniques and materials. Two credits.

MUPP 217 Intermediate Winds

This course addresses pedagogical techniques for teaching woodwind and brass instruments in private, small group and large ensemble settings. It is a synthesis of pedagogical concepts introduced in Beginning Winds. Prerequisite: MUPP 216. Two credits.

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 Vocal Accompaniment

This course provides practical experience through assigned accompanying responsibilities. One credit.

MUPP 241 Oboe Reed Making Class

This course is a practical instruction in the gouging, shaping, tying and scraping of oboe reeds. Concurrent enrollment in APOB Applied Oboe recommended. One-half credit.

MUPP 242 Bassoon Reed Making Class

This course is a practical instruction in the profiling, shaping, forming, and scraping of bassoon reeds. Concurrent enrollment in APBN Applied Bassoon recommended. One-half credit.

MUPP 263 Singer's Diction I

This course provides 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. One credit.

MUPP 264 Singer's Diction II

This course provides 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. One credit.

MUPP 270 Opera Studio

The purpose of this course is to develop the expressive potential of the singer and to introduce students to the profession of opera and its demands on the artist. Through in-class performances, acting exercises, group activities and a culminating public performance project, students will be challenged to attain a higher level of expressivity in performance and also a clearer understanding of the career paths open to students pursuing the BM Performance (Voice) degree. One credit.

MUPP 300 Performance Seminar: Voice

This course will present students with performance opportunities, lectures, master classes and other topics that support curricular offerings. This is a required course of all BM in Performance (Voice) majors during every semester of major study and is open electively to singers working toward the Performance Certificate in Voice. Enrollment is limited to BM in Performance (Voice) majors. One-half credit.

MUPP 301 Performance Seminar: Instrumental

This course is an in-depth study of those issues relevant to a career as an instrumental performing artist. BM Performance (Instrumental) majors meet once weekly under the guidance of the Shenandoah Conservatory faculty as well as invited guest speakers to study and discuss topics relevant to a career as an instrumental performance major. Topics will vary from semester to semester. Corequisite: major applied lesson. Enrollment is limited to BM in Performance (Instrumental) majors. One-half credit.

MUPP 302 Performance Seminar: Keyboard

This course is a weekly forum that explores issues related to repertoire selection, preparation and performance for both student and professional artists. Attendance at premiere concerts both on and off campus is required. Enrollment is limited to BM in Performance (Piano) and BM in Performance (Organ) majors. One-half credit.

MUPP 303 Jazz Pedagogy

This course is an introduction to the fundamentals of jazz and jazz teaching, focusing on ensemble conducting, program development, improvisation, jazz style and basic jazz history. One credit.

MUPP 304 The Musical Child

This course includes 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 includes 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. Two credits.

MUPP 310 Concert Production Practicum II

This course provides the opportunity for students to develop real-world skills required to present a concert in their junior or senior year of study. Each student will lead a project and manage one professional-quality event during the semester, partnering with a student in MUPP 110 for guided peer-to-peer learning. Prerequisite: MUPP 110. One-half credit.

MUPP 311 Musical Theatre Styles

This course is an in-depth study and application of methods for singing in musical theatre styles. Instruction will consist of training and discussion of relevant techniques and solutions. Through songs, students will explore various vocal styles found in musical theatre while maintaining vocal health. This course will also cover treatment of vowels, consonants, and song authenticity, while maintaining vocal health. One credit.

MUPP 313 Percussion Teaching Techniques

This course addresses 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

This course addresses fundamental playing techniques of string instruments. It includes a survey of teaching techniques and materials, competency in rehearsing and conducting instrumental ensembles. Two credits.

MUPP 320 Guitar Class

This course addresses 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 are introduced. Nylon string guitar preferred. One credit.

MUPP 331 Piano Pedagogy I

This course is a study of materials, methods, and repertoire for the successful teaching of the beginning piano student. The course includes a segment on the use of technology in piano teaching, observations, and supervised teaching practicum of beginning piano students. Two credits.

MUPP 333 Piano Pedagogy II

This course is a study of materials, methods and repertoire for the successful teaching of the developing piano student (intermediate, advanced and college preparatory). Students will explore issues relevant to the developing pianist: performance anxiety, advanced technique and physical/psychological/sociological well-being. This course includes a segment on the use of technology in piano teaching, observations and supervised teaching practicum for these levels of students. Prerequisite: MUPP 331. Two credits.

MUPP 341 Half Recital

This course is the presentation of a half recital, including classical music and jazz performances, and 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 recital is not to exceed 25 minutes of music. Concurrent enrollment in applied study is required. One credit.

MUPP 345 Fretboard Theory

This course is the development of functional theoretical concepts on the guitar. Prerequisite: Completion of APGT 200-level study. One credit.

MUPP 347 Jazz Repertoire I

This course is an introduction to the development of the repertoire necessary for jazz musicians to work in various professional environments. Memorization of music from the jazz standard repertoire is emphasized. Two credits.

MUPP 348 Jazz Repertoire II

This course is a continuation of MUPP 347 and is devoted to developing the repertoire necessary for jazz musicians to work in various professional environments. Memorization of music from the jazz standard repertoire is emphasized. Introductions, endings and improvised background figures are also addressed. Prerequisite: MUPP 347. Two credits.

MUPP 355 Introduction to Vocal Pedagogy

This course involves the study of anatomy and physiology of the vocal mechanism as applied to singing. Areas of study will include: posture and movement, respiration, phonation, resonance and articulation as they apply to both classical and CCM vocal production. Additional areas of study include a survey of vocal pedagogues from the early 17th century up to modern day. Practical application will include student teaching. Two credits.

MUPP 365 Vocal Repertoire for Pianists and Singers I

This course is a survey of vocal literature for pianists with a focus on solo and small ensemble song repertoire from its origins through the 18th century. This course emphasizes the role of the pianist as a collaborator and accompanist, the role of poetry and language in interpreting vocal repertoire, and accompanying challenges (including transposition). Prerequisite: Twelve credits of APPN study. One credit.

MUPP 366 Vocal Repertoire for Pianists and Singers II

This course is a survey of vocal literature for pianists with a focus on solo and small ensemble song repertoire from the 19th century to the present day. This course emphasizes the role of the pianist as a collaborator and accompanist, the role of poetry and language in interpreting vocal repertoire, and accompanying challenges (including transposition). Prerequisite: MUPP 365. One credit.

MUPP 370 Opera Theatre Ensemble

In this course, students will prepare short complete works and/or excerpts of larger works for public performances presented both on and off campus. An audition is required. Prerequisite: MUPP 270. Two credits.

MUPP 371 Chamber Opera Production

Students enrolled in this course will prepare a chamber opera for public performance. An audition is required. One credit.

MUPP 376 Jazz Improvisation I

This course is devoted to the development of improvisational skills for instrumental jazz musicians. Through listening, transcribing, scale and pattern practice, and readings in jazz theory and jazz performance practice, students will explore the creation of improvised melodies in a jazz setting. Prerequisites: MUEN 375 and MUTC 312. Two credits.

MUPP 377 Jazz Improvisation II

This course is a continuation of MUPP 376 and furthers the development of improvisational skills for instrumentalists. Through listening, transcribing, scale and pattern practice, and readings in jazz theory and jazz performance practice, students will explore the creation of improvised melodies in a jazz setting. Prerequisite: MUPP 376. Two credits.

MUPP 400 The Performer in the 21st Century

This course is designed to introduce music students to a professional field that increasingly requires entrepreneurship and where a portfolio career is increasingly the dominant professional model. Career management strategies and the wide variety of performance opportunities available to the contemporary musician will be addressed. One credit.

MUPP 405 Organ Pedagogy

This course serves as an introduction to the methods of private instruction, analysis of teaching, problems and investigation of graded literature. Two credits.

MUPP 406 Guitar Pedagogy I

This class is designed for students to explore and discuss the important classical guitar methods of the 19th, 20th and 21st centuries, as well as monographs and articles on pedagogical topics in significant guitar journals. Prerequisite: APTG 202 or APTG 203. Two credits.

MUPP 407 Guitar Pedagogy II

This class is designed for students to apply pedagogical principles from MUPP 406 as they are used to develop student performance skills in a sequential and progressive way in the studio. Prerequisites: APTG 202 or APTG 203 and MUPP 406. Two credits.

MUPP 440 Full Recital

This course is a presentation of a full recital, including solo classical, accompanying and/or jazz performances, and 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 495 Special Topics

This course is an investigation of a specialized topic within music performance and pedagogy. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

MUPP 498 Internship

This course is an 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

This course allows for guided individualized study of projects in music performance and pedagogy, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

MUSIC PRODUCTION AND RECORDING TECHNOLOGY (MUPR)

MUPR 101 Recording Systems: Design and Application I

This course acquaints musicians with appropriate applications of hardware used to record musical performances. Two credits.

MUPR 111 Critical Listening

This course allows students to develop critical listening skills through analysis of musical styles and recording techniques. Corequisite: MUPR 101. One credit.

MUPR 112 Recording Systems: Design and Application II

This course is a continuation of MUPR 101. Learning modules include aspects and applications of recording studio techniques, including editing, session setups, mixing, console flow logic, patch bay applications and microphone placement. Two hours of studio time per week accompany the class. Prerequisite: MUPR 101. Corequisite: MUPR 122. Two credits.

MUPR 115 Advanced Critical Listening

This course is designed for students to develop advanced critical listening skills through analysis of musical styles and recording techniques. This course is a continuation of the material learned in MUPR 111 and serves as an elective. Prerequisites: MUPR 101 and MUPR 111. One credit.

MUPR 122 Recording Systems: Studio Time

This course provides a laboratory experience to parallel the content of MUPR 112. Small weekly group sessions provide practical experience with equipment and techniques utilized in MUPR 112. A studio recording fee is assessed. Prerequisite: MUPR 101. Corequisite: MUPR 112. One-half credit.

MUPR 151 Pro Tools I

This course serves as an introduction to Pro Tools Software and will culminate in a final recording project. One credit.

MUPR 202 Sound Reinforcement

This course is a study of equipment used for musical sound reinforcement, including small, large, portable and fixed systems. Students will learn specifications of instrumentation, nature of music performed and location, setup, microphone placement and equipment selection. Prerequisite: MUPR 112. Two credits.

MUPR 231 Remote Recording Practicum I

This course provides practical application of remote recording techniques in recitals and other concerts. Students will serve as sound technicians and will assist with remote recording sessions. Prerequisite: MUPR 101. Two credits.

MUPR 232 Remote Recording Practicum II

This course is a continuation of MUPR 231. Students will show practical application of remote recording techniques in recitals and other concerts while working as a sound technician on remote recording sessions. The student will gain recording experience through hands-on application. Demonstration and discussion of equipment and techniques will assist in student choices of recording techniques. Simple troubleshooting will be included. Prerequisites: MUPR 112, MUPR 151 and MUPR 231. One credit.

MUPR 252 Pro Tools II

This course is a continuation of MUPR 151 and expands upon the basic principles taught in Pro Tools I. Students will be introduced to core concepts and skills needed to operate a Pro Tools system running large sessions. Prerequisites: MUPR 101 and MUPR 151. Two credits.

MUPR 255 Sibelius

This course is designed for students to develop core skills as well as an understanding of workflow and concepts involved in notating music using Sibelius software. Students will create scores, parts and worksheets. Prerequisite: MUTC 201. Two credits.

MUPR 302 Digital and Advanced Recording

This course is a continuation of MUPR 112. Learning modules will include aspects and application of digital audio recording and principles of digital audio. Students will work with computer software programs such as Pro Tools and Cubase, which including editing, recording and MIDI. Two hours of studio time per week accompany this class. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisite: MUPR 112. Corequisite: MUPR 322. Two credits.

MUPR 311 Tonmeister Seminar

This course consists of study and application of the aesthetics of Tonmeister technology by recording various student and/or faculty performing ensembles. Enrollment is limited to students who have successfully passed Sophomore Screening. One credit.

MUPR 322 Digital and Advanced Recording: Studio Time

This course provides a laboratory experience to parallel the content of MUPR 302. Small weekly group sessions provide practical experience with equipment and techniques utilized in MUPR 302. A studio recording fee is assessed. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisite: MUPR 112. Corequisite: MUPR 302. One-half credit.

MUPR 330 Sound Reinforcement Practicum

This course provides practical application of equipment used for sound reinforcement, including small, large, portable and fixed systems. Students will learn specifications of instrumentation, nature of music performed and location, setup, microphone placement and equipment selection, as well as gain a practical application through working as a sound technician for a variety of on-campus performances in a variety of venues. Prerequisite: MUPR 202. Two credits.

MUPR 341 Basic Electronics

This course is a survey of basic electronics for the recording studio. Theoretical concepts of voltage, current, resistance, capacitance and inductance are developed. Enrollment is limited to students who have successfully passed Sophomore Screening. Two credits.

MUPR 342 Studio Maintenance and Workflow

This course provides students with the opportunity to develop skills in the use of test equipment for preventative maintenance and equipment calibration, computer maintenance and networking. Trouble shooting and basic repair procedures are included. Prerequisite: MUPR 341. Two credits.

MUPR 345 Technical Writing for Audio

This course facilitates development of technical writing skills for the professional audio and music industry. Course content includes writing skills for technical operation manuals, equipment reviews and how-to operation articles. Students will complete a writing project and submit it for electronic or print publication. Enrollment is limited to students who have successfully passed Sophomore Screening. Two credits.

MUPR 351 MIDI and Electronic Music

In this course, students will learn electronic music concepts, techniques and hardware, including MIDI and MIDI software, basic digital equipment and computers. Prerequisite: MUTC 202. Two credits.

MUPR 352 Electronic Music Synthesis

This course is an introduction of electronic music concepts and synthesis, techniques and hardware, including basic digital and analog equipment and computers. Prerequisite: MUPR 351. One credit.

MUPR 355 Digital Audio Workstations

This course is designed for students to develop core skills and an understanding of workflow for digital audio workstations. Prerequisites: MUPR 101 and MUPR 252. Two credits.

MUPR 365 Pro Tools III: Game Audio

This course allows students to develop core skills as well as an understanding of workflow and concepts involved in creating and implementing game audio using Pro Tools systems. The course content includes basic sound design techniques for both Macintosh and Windows operating systems. Prerequisites: MUPR 101 and MUPR 252. Two credits.

MUPR 401 Music Production I

This course is intended for students who expect to be in a recording studio as a musician, writer or producer. Learning modules will include 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. A one-hour lab will accompany the course and provide a laboratory supplement to the work done concurrently in Music Production I. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302 and MUPR 352. Corequisite: MUPR 421. Two and one-half credits.

MUPR 402 Music Production II

This course is a continuation of MUPR 401, culminating in a final project which the student must compose, produce and record. Areas of study include 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. A one-hour lab will accompany the course. Prerequisite: MUPR 401. Corequisite: MUPR 422. Two and one-half credits.

MUPR 405 Surround Sound Seminar

This course allows students to develop the technical and artistic skills to produce 5.1 surround sound effects and sonic wallpaper for use in theatrical and live sound venues. Students will determine sonic requirements for a production, create original sound effects recording and mixing in 5.1 surround, and demonstrate surround playback technology and methods for various artistic venues. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302, MUPR 330 and MUPR 342. Two credits.

MUPR 412 Mastering Techniques

This course allows students to develop core skills and an understanding of workflow and the concepts involved in mastering final mixes of recordings. Students will process a collection of recordings making musical and technical choices that result in a cohesive sound product. Prerequisite: MUPR 401. Two credits.

MUPR 421 Music Production I: Studio Time

This course provides a laboratory experience to parallel the content of MUPR 401. Small weekly group sessions provide practical experience with equipment and techniques utilized in MUPR 401. A studio recording fee is assessed. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302 and MUPR 352. Corequisite: MUPR 401. One credit.

MUPR 422 Music Production II: Studio Time

This course provides a laboratory experience to parallel the content of MUPR 402. Small weekly group sessions provide practical experience with equipment and techniques utilized in MUPR 402. A studio recording fee is assessed. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisite: MUPR 421. Corequisite: MUPR 402. One credit.

MUPR 431 Sound Design and Sound Reinforcement for Theatre

This course is designed for students to develop the technical and artistic skills needed to produce and design sound for use in theatrical and live sound venues. Students will determine sonic requirements for various theatrical productions and select equipment and methods to be used. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302, MUPR 330 and MUPR 342. Two credits.

MUPR 441 Copyright and Music Supervision

This course is designed for students to develop an understanding of all aspects of the work of music supervision for films and television shows; the role of the music supervisor; the creative and legal procedures of hiring composers; producing music and licensing music for film and TV; and to examine the past, present and future of worldwide copyright laws. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisite: MUPR 232. Three credits.

MUPR 445 Advanced Electronics

This course allows students to gain more experience working with electronics through audio projects. The course material will help students become familiar with various equipment and how to service and modify audio equipment. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 232 and MUPR 341. Two credits.

MUPR 461 Audio for Video

This course is an introduction for sound applied to picture. The content focuses on past and current trends of adding, mixing and editing sound for motion pictures. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302, MUPR 330 and MUPR 342. Two credits.

MUPR 472 Music Production and Recording Technology Internship Preparation

This course is designed to prepare students for their internship experiences. Students will research and select several potential sites for internship possibilities. Contacts will be made, evaluation of possible sites will be conducted, and resumes and portfolios will be created. Students will prepare for the opportunity to continue learning on-site in a successful professional situation. Enrollment is limited to students who have successfully passed Sophomore Screening. Prerequisites: MUPR 302, MUPR 330 and MUPR 342. One credit.

MUPR 473 Music Production and Recording Technology Internship

This course provides the student with the opportunity to apply expertise gained in a controlled classroom to a realistic situation. A minimum requirement of 150 hours of practical experience is required. Completion of all major and minor lesson requirements, all music literature requirements, all music theory requirements and all music production and recording technology core requirements is required. Two credits.

MUPR 495 Special Topics

This course is an investigation of a specialized topic within the music production and recording technology industry. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

MUSIC THEORY (MUTC)**MUTC 099 Music Fundamentals**

This is a preparatory course for MUTC 101 or MUTC 121 required of any student who does not meet the minimum threshold score on the music theory diagnostic exam. The course involves a review of music fundamentals including pitch reading in treble and bass clefs, basic rhythm and meter; key signatures, scales, intervals and triads. Students with receive a grade of "S" or "U" only. This course fulfills no curricular requirements. Two pre-college level credits.

MUTC 101 Introduction to Music Theory

This course covers key, modality, rhythm and meter; notation; all tonal interval, scale, triad and seventh chord forms, as well as an introduction to part-writing and harmonic progression in tonal music. Concepts are reinforced with student-written examples, repertoire analysis, intervallic and harmonic identification, melodic and rhythmic dictations, and sightsinging. 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. Three credits.

MUTC 102 Diatonic Harmony and Simple Forms

This course continues 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: MUTC 101. Three credits.

MUTC 107 Keyboard Harmony and Improvisation I

This course will cover keyboard harmony techniques and skills utilizing traditional harmonic progressions. Skill development in chord voicings, chord/scale relationships that facilitate improvisation and realization of standard lead sheets are included. One credit.

MUTC 108 Keyboard Harmony and Improvisation II

This course covers keyboard harmony techniques and skills utilizing secondary harmonic progressions and figured bass. Ongoing skill development in chord voicings, chord/scale relationships that facilitate improvisation and realization of standard lead sheets are included. Prerequisite: MUTC 107. One credit.

MUTC 109 Ear Training I

Ear Training I involves practical application of the content of MUTC 102 to the hearing and performance of music, including tonal and rhythmic sightsinging techniques using movable-do solfege. It also continues to develop the melodic, rhythmic and harmonic dictation skills introduced in MUTC 101 and incorporates cadences and simple four-part dictation. Prerequisite: MUTC 101. Two credits.

MUTC 121 Music Theory for Musical Theatre I

This course introduces counterpoint, tonal harmony, and phrase structure for musical theatre performers. Concepts are addressed through reading assignments, written workbook assignments and repertoire analysis. Prerequisite: Successful completion of the music theory diagnostic exam or MUTC 099. Two credits.

MUTC 122 Music Theory for Musical Theatre II

This course broaches the topics of secondary or "applied" harmonies, modulation, chromatic melodies and song forms for musical theatre performers. Concepts are addressed through reading assignments, written workbook assignments and repertoire analysis. Prerequisite: MUTC 121. Two credits.

MUTC 123 Sightsinging for Musical Theatre I

MUTC 123 applies concepts of MUTC 121 in performance and introduces diatonic and rhythmic sightsinging to musical theatre performers. Prerequisite: Successful completion of the music theory diagnostic exam or MUTC 099. One credit.

MUTC 124 Sightsinging for Musical Theatre II

This course offers a practical application of the concepts in MUTC 122 in performance, continuing diatonic sightsinging and introducing chromatic sightsinging to musical theatre performers. Prerequisite: MUTC 123. One credit.

MUTC 201 Chromatic Harmony and Compound Forms

MUTC 201 is the final examination of tonal music theory, 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 Post-Tonal Theory

This course examines compositional materials and techniques from the late 19th Century and beyond, 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 208 Ear Training II

This course provides practical application of the content of MUTC 102 and MUTC 201. Students will learn sightsinging and transcriptions of melodies that modulate, rhythmic reading and transcription involving complex rhythmic relationships such as syncopations in compound meters and hemiola, harmonic singing and transcription involving standard tonal progressions with chromatic harmonies and modulation. This course also develops the skill of identifying formal relationships in simple binary and ternary forms. Prerequisites: MUTC 102 and MUTC 109. Corequisite: MUTC 201. Two credits.

MUTC 209 Ear Training III

This course provides practical application of the content of MUTC 201 and MUTC 202. Students will learn sightsinging and transcription of melodies that modulate, as well as melodies from the post-tonal era. Students will perform, identify and transcribe rhythms from the post-tonal era and sing and transcribe modulating harmonic progressions. This course also develops students' abilities to perceive relationships across musical forms. Prerequisites: MUTC 201 and MUTC 208. Corequisite: MUTC 202. Two credits.

MUTC 310 Music Notation

This is a practical course in music notation that covers correct practices for instrumental, vocal and keyboard music in all combinations, editing, proofreading, layout, and extractions of parts from a score. This course also includes pencil/pen techniques (studio and publisher styles) and computer music notation and printing. Two credits.

MUTC 311 Jazz Theory I

This course is designed to equip the student with theory skills necessary to successfully improvise in the jazz idiom. It emphasizes lead sheet notation, modes and harmonic analysis, and includes an introduction to jazz style. Two credits.

MUTC 312 Jazz Theory II

This course is a continuation of Jazz Theory I. It reviews chord/scale relationships, and introduces modal interchange, voicings and voice leading, non-harmonic tone treatment, melodic elaboration, chord substitution, rhythm changes, the Coltrane matrix and extensive exploration of solo analysis. Prerequisite: MUTC 311. Two credits.

MUTC 403 Analysis and Forms

This course is a study of various structural elements of music, including rhythm, melody, harmony and texture, focusing on music from the 18th and 19th centuries. Prerequisite: MUTC 201. Three credits.

MUTC 408 16th Century Counterpoint

This course offers students the opportunity to study and apply principles of modal counterpoint in two, three and four parts, and includes text-setting. Prerequisite: MUTC 201. Two credits.

MUTC 409 18th Century Counterpoint

This course offers students the opportunity to study and apply principles of tonal counterpoint, including canons, inventions and fugues. Prerequisite: MUTC 201. Two credits.

MUTC 413 Jazz Arranging and Composition

This is 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

This course is devoted to the study of large jazz ensemble arranging techniques. It is a continuation of the concepts explored in MUTC 413 as applied to big band writing. Prerequisite: MUTC 413. Two credits.

MUTC 421 Arranging

This course covers the fundamentals of arranging techniques and emphasizes vocal arranging. Learning is supported by practical writing assignments. Prerequisite: MUTC 201. Two credits.

MUTC 422 Instrumentation

This course covers principles and techniques for use of orchestral instruments. It includes the study of ranges, voicings, timbre and idiomatic characteristics. Learning is supported by practical scoring for each instrument group and for various combinations of all instruments. Prerequisite: MUTC 201. Two credits.

MUTC 451 Popular Song and Jingle Writing I

This course provides 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 techniques for radio/television commercial jingle writing will be covered. Class assignments include several written compositions, including a "pop" song for vocal quartet, a complete song in the "top 40" idiom and a 30-second commercial spot. Prerequisite: MUTC 201. Two credits.

MUTC 452 Popular Song and Jingle Writing II

This course is a continuation of MUTC 451 with an emphasis on song writing in the popular music genre. Prerequisite: MUTC 451. One credit.

MUTC 495 Special Topics

This course is an investigation of a specialized topic within music theory. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

MUTC 499 Individual Directed Research

This course allows for guided individualized study of projects in music theory, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator prior to registration. One, two or three credits, dependent upon topic.

MUSIC THERAPY (MUTH)

MUTH 105 Introduction to Music Therapy

In this course, students are provided 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. Three credits.

MUTH 106 Music Therapy Musicianship

This course serves as an introduction to music resources used in a variety of therapeutic settings, with emphasis on student-development of musicianship and leadership skills used by music therapists. Basic guitar skills will also be introduced. Three credits.

MUTH 206 Music Therapy Methods

This course is an introduction to methods used in music therapy practice, including performance, improvisation, song materials, physiological/psychological responses to music, music and movement, technology, recreational music, music psychotherapy and combined interdisciplinary approaches. Individual research resulting in a term paper, or the equivalent, is expected. Prerequisites: MUTH 106 and MUTH 221. Three credits.

MUTH 221 Standards of Clinical Practice

This course places 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 termination/discharge planning and supervision. Prerequisite: MUTH 105. Three credits.

MUTH 331 Psychology of Music

This course examines 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. Three credits.

MUTH 373 Music Therapy Practicum I

This course integrates music therapy knowledge and skills through observation and participation opportunities in field settings associated with developmental disabilities, mental health, medical/rehabilitation and gerontology. Emphasis is placed upon the use of the AMTA Professional Competencies as the basis for student learning. Classroom instruction will include lectures, demonstrations and rehearsal of skills. Enrollment is limited to students who have successfully passed Sophomore Screening. Three credits.

MUTH 374 Music Therapy Practicum II

This course integrates music therapy knowledge and skills through leading and co-leading opportunities in field settings associated with developmental disabilities, mental health, medical/rehabilitation and gerontology. Emphasis is placed upon the use of the AMTA Professional Competencies as the basis for student learning. Classroom instruction will include lectures, demonstrations and rehearsal of skills. Prerequisite: MUTH 373. Three credits.

MUTH 401 Music Therapy Seminar

This course is a synthesis of music therapy education and training in preparation for internship. Emphasis is placed on foundation, functions, professional responsibilities, therapeutic relationships, the identification of competency-based strengths and needs and future directions. Prerequisite: MUTH 331. Corequisite: MUTH 473. Two credits.

MUTH 473 Music Therapy Practicum III

This course integrates music therapy knowledge and skills through supervised application of the American Music Therapy Association standards of clinical practice through leading opportunities in field settings associated with developmental disabilities, mental health, medical/rehabilitation and gerontology. Emphasis is placed upon the use of the AMTA Professional Competencies as the basis for student learning, including program design and implementation. Classroom instruction will include lectures, demonstrations and rehearsal of skills. Prerequisite: MUTH 374. Three credits.

MUTH 482 Music Therapy Internship

The music therapy 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. or at Shenandoah University affiliated sites. Prerequisites: Completion off all major and minor lesson requirements, all music literature requirements, all music theory requirements, all psychology and clinical foundations requirements, all music therapy core requirements and demonstrated proficiency in piano, voice, guitar and non-symphonic instruments. In addition, students must have maintained a 3.0 grade point average in all coursework to be eligible to begin their music therapy internship. Twelve credits.

MUTH 483 Music Therapy Internship I
MUTH 484 Music Therapy Internship II
MUTH 485 Music Therapy Internship III
MUTH 486 Music Therapy Internship IV

The music therapy internship requires 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. Prerequisites: Completion off all major and minor lesson requirements, all music literature requirements, all music theory requirements, all psychology and clinical foundations requirements, all music therapy core requirements and demonstrated proficiency in piano, voice, guitar and non-symphonic instruments. In addition, students must have maintained a 3.0 grade point average in all coursework to be eligible to begin their music therapy internship. Corequisites: MUTH 483, MUTH 484, MUTH 485 and MUTH 486. Three credits.

MUTH 495 Special Topics

This course is an investigation of a specialized topic within music therapy. One, two or three credits, dependent upon topic.

MUTH 499 Individual Directed Research

This course allows for guided individualized study of projects in music therapy, which may be used to fulfill music electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator 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. Concurrent enrollment in NLAB 200 and N 201 is required. Four credits.

N 201 Health Assessment

This course assists students in developing knowledge, skills, values, meanings and experiences necessary to achieve competency in performing comprehensive and holistic health assessment of individuals across the lifespan. Concurrent enrollment in NLAB 201, N 272, N 283, N 200 and NLAB 222 or N 213 is required. 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. Concurrent enrollment in NLAB 209, N 272 and N 283 is required. 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, N 283 and N 272. Five 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.

N 217 Veteran Transition Seminar

This course prepares the Veteran BSN student for a successful transition from military to civilian healthcare systems and facilitate the adjustment and integration into civilian academia. Personal growth and expanding perspectives will be highlighted. The student will be challenged intellectually and technologically with opportunities for reflection, review, and enhancement of technology and critical thinking skills. Building on preexisting knowledge and experiences, the student will gain an understanding of professional nursing and what constitutes professional nursing practice at the baccalaureate level. Enrollment is limited to students in the Veteran to BSN (V-BSN) program. One credit.

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 201 is required. 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 or equivalents. 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. Additional prerequisite: 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. Prerequisite: N 214. Four credits.

N 308 Health Across the Lifespan: Childbearing Families

This course prepares the student to utilize nursing knowledge, skills, values, meanings and experiences to design and deliver comprehensive maternal and newborn nursing care to families in a variety of settings. Emphasis is placed on issues relevant to preconception, antepartum, intrapartum, postpartum and newborn care. Concurrent enrollment in NLAB 308 is required. Prerequisite: N 214. Four credits.

N 313 Essential Concepts for Professional Practice

This course is designed to enhance the transition of the Registered Nurse student who is entering the RN to BSN Online Track. Personal growth and expanding perspectives will be highlighted. The student will be intellectually and technologically challenged through online opportunities for reflection, review and enhancement of technology and critical thinking skills. Building on preexisting knowledge and experiences, the student will gain a more global perception of professional nursing and what constitutes professional practice at the baccalaureate level. Communication, personal values and philosophy, evidence-based nursing practice, group theory, critical thinking, economics, informatics, cultural diversity and the political process are among the topics presented and analyzed. Three credits.

N 314 Health Across the Lifespan: Adults II

This course facilitates further development of nursing knowledge, skills, values, meanings and experiences related to the delivery of professional comprehensive nursing care for patients with common alterations in genetic, hematological, gastrointestinal, urinary tract, reproductive and endocrine health as well as those experiencing cancer. The role of the nurse as a provider and manager of care is also emphasized. Concurrent enrollment in NLAB 314 and N 214 (ASD only) is required. Prerequisite: N 213 or N 214. Five credits.

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. Prerequisite: N 314. 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. Prerequisite: N 214. 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. Prerequisite: NLAB 322 or N 213 (ASD students). Corequisite: N 314. One credit.

N 334 Health Disparities in Rural Settings

This course will aid the student to develop the KSVME to critically analyze the complexity of health disparities in rural settings rooted in multiple levels of historic and contemporary inequities. These levels include health care systems, health policies, distributions of and access to resources and health care professionals. The critical thinking process throughout the course will emphasize ethical considerations. Existing multi-level intervention strategies aimed at eliminating health disparities will be assessed, including those specific to rural settings as well as community-academic partnerships that translate research into action. Three credits.

N 374 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 and analyze its impact on contemporary nursing knowledge, skills, values, meanings and experiences. The class examines historical nursing leaders and events that influenced the development of the nursing profession. Prerequisite: N 214. Three credits.

N 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. Corequisites: 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 Management in Professional Nursing Practice

This course continues to develop knowledge, skills, values, meanings and experiences associated with developing professional and ethical leaders and mentors in the delivery of comprehensive nursing care. A variety of nursing management and leadership theories, principles and issues are examined. Students will have the opportunity to apply management, leadership, legal principles and models in simulated experiences. Prerequisites: N 391 and either N 313 or 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 influences on the role of nursing and other health care providers in promoting and providing health care in the international community. Three credits.

N 499 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.

OUTDOOR LEADERSHIP (OLED)**OLED 101 Foundations of Outdoor Leadership and Education**

This course includes a detailed examination of the meaning, scope and value of outdoor leadership and education. Emphasis is given to the historical, philosophical and theoretical foundations of outdoor leadership and education, the direct application to instructional procedures for providing leadership for outdoor education, and the planning and administration of such programs. Experiential education concepts will be introduced as they relate to recreation, education, developmental and social service settings. Field trips will be required. Three credits.

OLED 225 Introduction to Outdoor Pursuits

This course includes a comprehensive overview of outdoor adventure and recreation activities. Activities for exploration may include group development, outdoor living, backpacking, flat and whitewater paddling, mountain biking, rock climbing, caving, and winter-based pursuits. Emphasis is placed on activity-specific technical skill development, equipment management, risk management, environmental ethics, and basic instructional facilitation strategies. Field sessions/trips and additional course fees are required. OLED 101 is strongly recommended, but not required for success in this course. Four credits.

OLED 250 Group Development and Dynamics

This course provides theoretical and experimental comprehension of the use of group development activities for facilitating individual and group learning. The methods and strategies incorporated into the course are primarily practical in nature, and students will be afforded numerous opportunities to apply and demonstrate concepts and skills related to basic group facilitation, program planning, processing and risk management. Emphasis will be placed on the process of utilizing indoor and outdoor experiential activities and initiatives for group development in recreation, education, developmental and social service settings. Field trips may be required. OLED 101 is recommended, but not required, for success in this course. Three credits.

OLED 290 Technical Skills Intensive Topics

This course includes a comprehensive overview of specific outdoor adventure and recreation activities. The student is immersed in a focused exploration of the knowledge, skills, and dispositions necessary to facilitate specific outdoor pursuits in a variety of settings. Emphasis will be placed on technical skill development, facilitation and instructional strategies, equipment managements, safety management, and program design. Field sessions/trips and additional course fees are required. OLED 101 and OLED 250 are recommended, but not required for success in the course. Students majoring in Outdoor Leadership and Education will be required to successfully complete two different topic areas. Prerequisite: OLED 225. Three credits.

OLED 300 Risk Management and Legal Issues in Outdoor Leadership and Education

This course includes a detailed examination of general legal concepts, federal and state legislation, and legal liabilities as these relate to and impact programming within the fields of outdoor leadership and education. Emphasis is placed on the process of identifying and managing potential risks in recreation, education, developmental, and social service settings as well as organizational structures. Field trips may be required. OLED 101 is recommended, but not required for success in the course. Three credits.

OLED 340 Nature Interpretation

This course provides students with an in-depth investigation of the fundamental principles and concepts of nature interpretation. Topics for exploration include historical development of the field, principles of exhibit design, interpretative program designs and techniques, common field techniques and current trends used by outdoor leaders. This course emphasizes experimental learning theories and their application to natural history interpretation and environmental education program design. Students will develop and present interpretive materials and a nature interpretation program relevant to their course of study. Field trips will be required. Prerequisites: OLED 101 and OLED 250. Three credits.

OLED 350 Advanced Facilitation and Processing

This course includes a theoretical and experiential examination of strategies for maximizing transfer of learning based on the development of client specific and evidence-based program outcomes. Topics will include program design, implementation, and evaluation, outcome assessment, isomorphic matching of activity components, foundations of experiential education, and stages of experience. Students will be afforded the opportunity to develop, facilitate and evaluate an experiential program with community group in the context of recreation, education, developmental or social service setting. Field trips will be required. Prerequisite: OLED 250. Three credits.

OLED 360 Ethical Issues in Outdoor Leadership and Education

This course includes a detailed examination of major ethical theories and their relation to the development of personal and professional ethics in the field of outdoor leadership and education. The differences between ethics and morality will be analyzed and selected codes of ethics will be presented for review and discussion. Emphasis will be placed on the application of ethical decision making and problem solving in relation to recreation, education, developmental and social service settings. OLED 101 is recommended, but not required, for success in the course. Three credits.

OLED 375 Adventure Theory and Programming

This course includes a detailed examination of how to plan, implement and evaluate adventure education experiences for groups in a variety of diverse outdoor and indoor settings. Topics for discussion and discovery include adventure theory and theorists, program design, group dynamics, leadership styles and facilitation techniques. Students will be provided with the opportunity for a supervised practical experience in group facilitation. Field trips will be required. Prerequisites: OLED 101 and OLED 250. Three credits.

OLED 395 Topics in Outdoor Leadership and Education

This course provides examination and exploration of selected topics, issues or themes within the field of outdoor leadership and education. Three credits.

OLED 399 Independent Study/Directed Project in Outdoor Leadership and Education

This course provides undergraduate students the opportunity to work individually, under the supervision of an instructor, to further their own personal and professional development. Course objectives/outcomes and assignments are negotiated between the student and instructor, based on the topic(s) of interest. Three credits.

OLED 400 Management of Outdoor Education Programs

This course includes a detailed examination of the administrative responsibilities and procedures related to outdoor education programs and services. Emphasis will be placed on professional standards, human resources, legal perspectives, accident and risk management, financial management, and program administration. In addition, a variety of organizational models will be explored. Field trips will be required. Prerequisites: OLED 300 and OLED 375. Three credits.

OLED 440 Senior Seminar in Outdoor Leadership and Education

This is a capstone course focusing on professional development and critical issues in the profession in preparation for the internship. Students will complete a project of professional interest, and compile a professional portfolio that provides evidence of competency for program goals and degree requirements. Students will explore and develop strategies for utilizing theory, philosophy and practical skills to address current issues and trends in the field. The course will culminate in students presenting the major issues and trends in a public forum to professionals and peers in the field. Field trips may be required. Enrollment limited to students with senior status majoring in the Outdoor Leadership and Education program. Three credits.

OLED 475 Internship in Outdoor Leadership and Education

This is a capstone course based on an individually designed and planned field experience following the completion of all major requirements. Internship site selection will be the responsibility of the student, must be based on the student's professional goals, and with an organization and facility suitable for offering an appropriate learning opportunity. Site selection will require approval of faculty supervisor prior to registration. Enrollment is limited to students with senior status who are enrolled in the Outdoor Leadership and Education program. Students applying for internship must have a minimum GPA of 2.5. Six to twelve credits.

PERFORMANCE FORUM (PRF)**PRF 101 Performance Forum**

This course requires 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. 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. 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 (same as REL 225)

This course will explore possible Christian responses to contemporary social problems. Topics typically include just war and pacifism, poverty and economic justice, sexuality (including homosexuality, abortion and sexism), euthanasia, capital punishment and racism. Three credits.

PHIL 311 Asian Religion and Philosophy (same as REL 311)

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. 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. 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. 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. Three credits.

PHYSICS (PHYS)**PHYS 103 Acoustics**

Basic concepts of sound in relation to music. The course includes an introduction to the physics of vibrations, the nature and transmission of sound waves, spectrum description of complex waves, spectrum analysis of musical instruments, properties of musical scales, and temperament. The biophysics of sound reception includes a study of the ways in which the ear and the auditory nervous system transform and encode musical messages. Two-hour lecture plus two-hour laboratory per week. PHYL 103 Acoustics Lab must be taken concurrently. Three credits.

PHYS 105 The Physical Universe

This is a conceptual survey course covering the basic principles of physics and space science. Emphasis will be placed on developing an appreciation of the subject as it relates both to every day phenomena and to socially relevant physical science issues. The course is specifically designed for the non-technical student and requires only a minimal fluency in mathematics. This course also forms part of a three-course series with BIO 105 and CHEM 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. PHYL 105 The Physical Universe lab must be taken concurrently. Four credits.

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. PHYL Lab and PHYR 111 Recitation must be taken concurrently. Four credits.

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. PHYL Lab and PHYR 112 Recitation must be taken concurrently. Four credits.

PHYS 121 General Physics I

An introduction to the basic principles of physics including classical mechanics, vibrations and waves, properties of matter, kinetic theory of gases, light, relativity, electricity, magnetism and radioactivity. This course is calculus-based and intended for students majoring in science, mathematics, computer information systems, and engineering. Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: MATH 201. PHYL Lab and PHYR 121 Recitation must be taken concurrently. Four credits.

PHYS 122 General Physics II

A continuation of PHYS 121. Three-hour lecture plus three-hour laboratory and one-hour recitation per week. Prerequisite: PHYS 121. PHYL Lab and PHYR 122 Recitation must be taken concurrently. Four credits.

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. PHYL 201 Introduction to Microcomputers Lab must be taken concurrently. Four credits.

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 astrophysics. 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. PHYL 295 Topics lab might be taken concurrently. Three or four credits.

PHYS 299 Directed Studies

This course is designed to provide an opportunity for open-ended study of scientific methods and results of current interest in physics. The independent study may consist of a basic research problem, a library thesis or a problem in science education. Prerequisite: Four credits in physics. One, two or three credits.

PHYS 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. Two credits.

PHYS 495 Advanced Topics

Study of specific topics, issues, or themes within the field of physics. PHYL 495 Advanced Topics lab may be taken concurrently. Three or four credits.

POLITICAL SCIENCE (PSCI)**PSCI 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. 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, non-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 210 American Legal Systems and Practices

This course provides undergraduate students with an overview of the American legal system in theory and practice. In addition, students examine the ethical and advocacy responsibilities in the promotion of justice. Students will also survey major fields of U.S. law, develop basic legal writing and reasoning skills and be exposed to basic research methodologies. 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. This includes a discussion of Socrates, Plato, Aristotle, Augustine, Aquinas and Machiavelli. Three credits.

PSCI 302 History of Western Political Philosophy II

This course is a continuation of PSCI 301 that covers the great political writings from the Renaissance to the present. The course may include a discussion of Hobbes, Locke, Rousseau, Burke, Bentham, Marx and/or Rawls. Three credits.

PSCI 303 American Foreign Policy

This course serves as an introduction to the complex nature of American foreign policy and focuses on several aspects of the foreign policy making process. These include the historical evolution of U.S. foreign policy, institutional processes involved in decision making and key issues American officials confront. Three credits.

PSCI 306 American Political Parties, Elections and Voting Behavior

A study of national political organizations, processes, and behavior to include political parties, the nomination and election process, and the development of political attitudes and behavior. Three credits.

PSCI 308 The American Presidency

This course will focus on the emergence and development of the modern presidency as an institution and its role in contemporary politics. The course will emphasize the constitutional background of the office, the evolution of presidential powers, the relationship between the presidency and Congress and the bureaucracy, the presidential election process, and the role of the presidency in policy-making. Three credits.

PSCI 310 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 (same as MCOM 351)

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

This course is completed as independent study course and requires research of an instructor-approved topic in the area of Political Science that culminates in a journal-length paper. Enrollment is limited to junior and senior political science majors. Three credits.

PSCI 402 Internship in Political Science

On-the-job working experience in a Political Science-related career field. Three credits.

PSCI 403 International Organizations

This course examines both the theoretical underpinnings of the current global governance structure and 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. Prerequisite: PSCI 204. Three credits.

PSCI 404 Global Human Rights

This course is designed to engage students in both a discussion of the philosophical and legal foundations of global human rights and an analysis of specific-issue areas within the human rights discipline. These issue-areas will be chosen in conjunction with the students, but might include foreign policy, humanitarian law, economic policy, women's rights or children's rights. Three credits.

PSCI 405 Senior Capstone

The Senior Capstone course is the culmination of the student's political science learning experience. It provides senior majors with an opportunity to demonstrate mastery of the program material by successfully applying what was learned to an instructor-approved project related to the field of study and germane to the student's career interests. Prerequisite: Senior standing. Three credits.

PSCI 406 American Political Culture

This course analyzes the various values and themes of political thought that provide the foundation of American political culture and a distinctive global identity in comparison to the political culture of other nations. The course examines the origin, evolution and conflicts of core political values and themes throughout the history of American political culture with particular attention to their relevance for the current political environment. Prerequisite: PSCI 201. 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 207 Quantitative Analyses in Psychology

The course provides students with a basic understanding of how to think critically about quantitative information, including choosing the appropriate analytical techniques, conducting analyses and interpreting findings. Prerequisite: PSY 101. Three credits.

PSY 208 Research Methods in Psychology

This course introduces students to research methods in psychology. It emphasizes information literacy, scientific inquiry, scientific method, experimental and non-experimental design, ethical considerations and scientific writing. Prerequisite: PSY 101 and either PSY 207 or MATH 207. 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 Research Methods in Psychology II

This course focuses on the application of research design and statistical principles. Emphasis is placed on formulating, conducting, analyzing and reporting psychological research, building on the scientific literacy stressed in PSY 208. Prerequisites: PSY 208. Three credits.

PSY 310 Abnormal Psychology

A survey of the description, causes, and treatment of abnormal or maladaptive behaviors. Prerequisite: PSY 101. Three credits.

PSY 312 Personality Psychology

This course is an exploration of personality psychology, including an investigation of scientific approaches to personality and 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 313 Sensation and Perception

This course provides the opportunity to analyze and explain our sensory and perceptual experience. Perceptions, while seemingly effortless, are driven by intricate mechanisms only beginning to be understood. The course aims to foster an appreciation of perception by exploring the biological, psychological and philosophical approaches that encompass modern perceptual science. Prerequisite: PSY 101. Three credits.

PSY 316 Cognitive Psychology

This course explores the cognitive processes that occur in our daily lives. The emphasis of this course is to develop an appreciation and a working understanding of various cognitive processes that underlie our behavior. In addition to applying their understanding to real world situations, students will also have the opportunity to analyze and evaluate current topics within the field of cognitive psychology. 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 323 Children and the Media (same as MCOM 323)

This course examines the relationship between children and the media. It will look at media consumption and content as they relate to child development, as well as how gender, culture, self-concept, attitudes and behavior influence and are influenced by media exposure. Prerequisite: PSY 101 or MCOM 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 Psychology Practicum

An opportunity for psychology majors to integrate classroom experiences in applied psychological settings. Prerequisites: Twelve credit hours in psychology. May be repeated once. Three credits.

PSY 405 Independent Research

This course provides 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 and PSY 308. One to 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. Prerequisite: PSY 101. Three credits.

PSY 413 History and Systems of Psychology

This course is a study of the emergence of psychology as science. It emphasizes both continuity and change as psychology has evolved, and provides an overview of the development of schools of thought, prominent figures and key theories of psychology. Prerequisite: PSY 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 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.

PUBLIC HEALTH (PH)

PH 101 Introduction to Public Health

Public health is the science and art of preventing disease and promoting health through the organized efforts and informed choices of society, organizations, communities and individuals. This course provides an introduction to public health concepts and practice by examining the purpose, history, organization, functions and results of public health practice. Three credits.

PH 202 Global Health

Global health is the study of the biological, social and environmental factors that contribute to the creation and maintenance of health and disease in populations around the world. These factors include infectious disease, nutrition, economic factors, clean water, pollution and globalization, among others. This course will introduce students to the study of global health by exploring these topics in detail. Three credits.

PH 301 Epidemiology

Epidemiology is the basic science of public health, a discipline responsible for improving health and preventing disease in populations. This course will describe the study designs used to study disease in human populations, including randomized trials and four types of observational studies (cohort, case-control, cross-sectional and ecological) and provide an overview of basic analytic strategies used in public health settings. Prerequisite: MATH 207. Three credits.

PH 320 Infectious Disease Epidemiology

This course provides an introduction to infectious disease epidemiology and will focus on the tools of basic epidemiology in identifying, preventing and controlling infectious disease problems. This course will explore the epidemiology of globally important infectious diseases and will cover basic epidemiologic methods, pathogenesis of selected infectious diseases and case-studies on performing outbreak investigations. An emphasis will be placed on understanding the relationships between the host, the agent and the environment as they relate to disease causation. Prerequisite: PH 301 or PH 202. Three credits.

PH 375 Physical Activity and Chronic Disease

This course will examine the etiologic link between physical activity and risk of chronic disease with a focus on prevention, including premature mortality, cardiovascular disease, type II diabetes mellitus, cancer, obesity, skeletal health and pregnancy complications. A review of study designs and physical activity measurement methods will be presented. Prerequisite: PH 301. Three credits.

PH 395 Public Health Topics

Study of specific topics within the field of Public Health. Three credits.

PH 490 Internship in Public Health

The public health internship provides an opportunity for each student to work in a public health setting in a position that utilizes coursework knowledge and skills. The student will acquire the internship position with approval from the instructor in advance of final registration. Junior/Senior standing, Public Health major/minor; and a minimum GPA of 2.75 required. Three credits.

PH 495 Topics in Public Health

Studies of specific topics, issues or themes in Public Health. Three credits.

PH 499 Program Planning

This course serves as a culminating experience for public health majors with an emphasis on experiential learning. Students will integrate concepts and skills from the core public health disciplines in the context of applied public health. Prerequisites: PH 301 and WR 302 with grades of "C-" or better. Three credits.

READING EDUCATION (RDG)

RDG 424 The Diagnostic Teaching of Reading

Training in techniques for evaluation of reading progress, diagnosis of reading difficulties and correction of reading problems. Prerequisite: EDU 324. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.* Three credits.

RDG 425 Reading and Writing in the Content Area

This course will examine effective methods of teaching reading and writing within the frameworks of content areas other than language arts. Students will become familiar with the theoretical foundations of teaching reading and writing in content area coursework, as well as have opportunities to apply those theories to their own reading and writing skills improvement. The focus will be on reading and writing principles and practices employed to increase student achievement in the content areas. For their application projects, students will have tutoring experiences with local middle and secondary school students who need tutoring in reading and writing skills. Prerequisite: EDU 301. *Must submit evidence of Praxis I score that satisfies licensure regulations for the Commonwealth of Virginia.* Three credits.

RELIGION (REL)

REL 101 Introduction to Religious Thought

A wide-ranging study of religious thought and experiences. Both Christian and non-Christian ideas examined. 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

This course offers a survey of the major world religious traditions, exploring their origins, basic teachings, and ritual practices. 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 (same as PHIL 225)

This course explores possible Christian responses to contemporary social problems. Topics include just war and pacifism, poverty and economic justice, sexuality (including homosexuality, abortion and sexism), euthanasia, capital punishment and racism. Three credits.

REL 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. Three credits.

REL 301 Christian Theology

This course serves as an introduction to Christian Systematic Theology and considers the purposes and methods for engaging in systematic theological reflection, the nature of God as Trinity, the person and work of Christ (Christology and Soteriology), the work of the Holy Spirit (Pneumatology), the nature and ministry of the Church (Ecclesiology) and Christian Hope (Eschatology). Prerequisite: REL 210 or REL 211. Three credits.

REL 310 Judaism

This course examines basic Jewish beliefs, sacred texts, customs/ceremonies, Holy Days (the Jewish year), as well as the most common issues facing modern day Jews and Judaism. Three credits.

REL 311 Asian Religion and Philosophy (same as PHIL 311)

This course examines the major philosophies and religions of Asia, including Hinduism, Buddhism, Taoism, Confucianism and Shinto. Particular attention will be paid to conceptions of self, nature, divinity and ethics. The course examines the ways in which these religions have influenced each other. Three credits.

REL 312 Islam

This course provides a general introduction to the origins and development of Islam, the principle teachings of the religion's faith, practice, the Islamic legal system (the Shari'a), and the evolution of Islamic sects and intellectual movements to the 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. Prerequisite: Any religion course focused on the Christian tradition. 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. Three credits.

REL 330 Christianity in the United States

This course provides an introduction to the history of Christianity in the United States, considering the particular ways in which Christian faith and life have been manifest during the successive periods of U.S. history, particularly in the 18th and 19th centuries. Extended attention is typically given to the historical origins of the First Amendment's "religion clauses," religious nationalism in the United States, and the role of Christianity in the Civil War. 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. 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. 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. Two or three credits.

REL 422 Practicum in Ministry II

A continuation of REL 421. Prerequisite: REL 421. Two or three credits.

REL 451 Interdisciplinary Topics

This course is designed to make available areas of study in religion and its relation to other disciplines that are not included in the regular course offerings. It may be taken as an Independent Study. Since the content will vary, this course may be repeated once for credit. Prerequisite: Nine credits in philosophy or religion above the 100 level. Three credits.

RESEARCH (RSCH)**RSCH 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

This course introduces students to a variety of traditional print and electronic information resources including proprietary online databases and specially selected free Internet sites. Students will learn how to develop search strategies for electronic databases and how to critically evaluate the materials found. Additionally, students will learn to use computer mediated communication tools to disseminate information including word processing, presentation and Web page creation software. Please note – bibliographic research is the heart of this course; less than 15 percent of class time will be devoted to software training. Three credits.

RESPIRATORY CARE (RC)

RC 305 Foundations of Neonatal and Pediatric Respiratory Care

An in-depth study of neonatal/pediatric anatomy, physiology, growth and development; physical, radiological, laboratory and risk assessment; general principles of management of the sick neonate and child; and special considerations in neonatal/pediatric pharmacology as each applies to respiratory care of the neonatal/pediatric patient. Three credits.

RC 306 Introduction to Sleep Studies and Neurodiagnostics

The practice of respiratory care is expanding to include the diagnosing and treatment of diseases affecting patients' sleep as well monitoring neuromuscular diseases. This is an introductory course to sleep studies and neurodiagnostics. It provides the student the opportunity to learn how various diseases affect the act of sleep and how this impacts the patient condition. This course provides the student an understanding of how neuromuscular and neurological conditions and diseases are diagnosed and monitored. Two credits.

RC 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. 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 and cardiopulmonary function. Other topics include family education for home care and emergency procedures. The student is prepared for the Perinatal/Pediatric Specialty (NPS) credentialing exam upon successful completion of this course. Four credits.

RC 321 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. 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. Three credits.

RC 408 Mechanical Ventilation

This course is a study of the clinical application of mechanical ventilation. It includes the design and operation of common mechanical ventilators and the indications for mechanical ventilation. Monitoring devices, assessment procedures, clinical strategies, weaning methods and potential complications of managing patients on ventilators are also studied. Prerequisites: RC 410, RC 411 and RC 412. Corequisites: RC 406, RC 421 and RC 422. Four 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. Corequisite: RC 422. Three credits.

RC 422 Applied Respiratory Care II

This course involves the application of procedures and equipment covered in RC 408 and RC 421 in the clinical setting. The accent is on respiratory care for the critically ill patient. Mechanical ventilation airway management, chest drainage systems, patient assessment and cardio-pulmonary instrumentation are covered during clinical rotations. Prerequisites: RC 410, RC 411 and RC 412. Corequisites: RC 408 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 408 and RC 421 in the clinical setting. The accent is on respiratory care for the critically ill patient. Mechanical ventilation, airway management, chest drainage systems, patient assessment and cardio-pulmonary instrumentation are covered during clinical rotations. Clinical experience allows the student to independently apply knowledge acquired in didactic, laboratory and clinical exposures. This course is designed to give the student an opportunity to provide patient care within the limits of their previous learning experiences. Decision-making, priority-setting skills and critical thinking skills are enhanced. Didactic time is incorporated into this clinical experience to provide the student with computerized practice for the entry level and advanced practitioner tests offered by the National Board for Respiratory Care. Prerequisites: RC 408 and RC 421. Four credits.

RC 439 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

This independent study allows students to investigate selected issues in respiratory care or health care in general under the direction of a respiratory care faculty member. One to three credits.

SERVICE LEARNING (SRVL)**SVRL 101 Leadership and Community Engagement**

This course is designed to support students in their study, active engagement, and critical thinking of leadership in public service in their participation of the Summer High School Leadership by Design. Students will participate and provide service in a variety of non-profit organizations. Through discussions, exercises, interviews, debates, and readings, they will gain a greater understanding of the characteristic of outstanding leadership as well as examine their own developing leadership styles and abilities. Students will apply their findings to the community setting with the outcome of having a greater understanding of how those abilities and leadership traits can be utilized in community and public service. Students will maintain interactive reflective journals throughout the course in order to evaluate their own learning. As students engage in this interactive process, they will monitor the progression of their own growth. This course may be repeated for credit, for a total of six credits. Three credits.

SRVL 401 Public Service and Not-for-profit Organizations

This course utilizes service learning as a basis for learning. It is intended to foster a sense of community involvement by undergraduate students with an emphasis on working with populations and the non-profit sector with whom the student may have had little or no interaction. Analysis of the effectiveness of the non-profit with creation of an action plan presented to leaders of the non-profit is central to this course. For each credit hour, at least 15 hours in service in the community is required. 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 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. Prerequisites: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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: SPAN 101 or SPAN 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. Three credits.

SPAN 295 Topics

Study of specific topics, issues or themes within the field of Spanish. Three credits.

SPAN 300 Advanced Grammar

This is an advanced grammar course for students who have demonstrated competency through the fourth semester of university instruction. The course will strengthen the student's understanding and mastery of the structure of the language and serve as preparation for upper level Spanish classes. Prerequisite: SPAN 202 or equivalent placement test score. Three credits.

SPAN 301 Spanish Conversation

Development of oral expression and fluency with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: SPAN 202 or equivalent. Three credits.

SPAN 302 Spanish Composition

Development of written expression, with emphasis on expansion of vocabulary and attention to grammatical correctness. Prerequisite: SPAN 202 or equivalent. Three credits.

SPAN 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: SPAN 301 or SPAN 302. Three credits.

SPAN 317 Andean Literature and Culture

This is a survey course that explores the diverse literary, artistic and cultural traditions of countries from the Andean region, specifically Peru, Ecuador and Bolivia. Texts include both primary and secondary sources: short stories, essays and novels from the 19th century to present, in addition to journalistic articles and full-length films. All readings, assignments and class discussion are conducted in Spanish. Prerequisite: SPAN 301 or SPAN 302. Three credits.

SPAN 320 Survey of Peninsular Literature

This course treats the major movements in the literature of Spain from the Spanish Middle Ages until the present. Students are exposed to the major genres (poetry, narrative, essay and theater) through extensive readings and will become familiar with the greatest writers of Spanish literature. Prerequisite: SPAN 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 readings and will become familiar with the greatest writers of Hispanic literature. Students are expected to discuss, analyze and compare the works studied. Prerequisite: SPAN 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. Prerequisites: Spanish placement at 300-level or higher and permission of instructor. Two credits.

SPAN 393 Internship in Spanish

A regularly scheduled and supervised weekly activity in connection with a community or volunteer organization, a health facility or a public or private school in which the student is speaking and/or writing Spanish. Prerequisites: Spanish placement at 300-level or higher and permission of instructor. Three credits.

SPAN 403 Topics

Topics dealing with language, literature, culture or pedagogy. Prerequisite: 300-level Spanish course. Three credits.

SPAN 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. Prerequisite: SPAN 311 or SPAN 312. 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.

SPORT MANAGEMENT (SM)

SM 110 Introduction to Sport Management

This course relates the concepts and functions of the manager to the specific realm of managing sport and sport organizations. It is intended to introduce first year students to the field of Sport Management. Topics include the fundamentals of the historical, philosophical and practical foundations of organizational and administrative practices in current sport entities. Three credits.

SM 222 Contemporary Issues in Sport

This course examines the impact of sports upon the American culture with focus on competition, economics, race relations and gender. Current issues impacting the world of sports will be discussed thoroughly. Prerequisite: SM 110. Three credits.

SM 312 Global Aspects of Sport Management

The growth and development of sport in the changing global sphere is the focus of this class. The Olympics, along with the World Cup, will serve as a basis for studying international sport. The impact of differences in customs, norms, habits and their historical basis, economic systems, religious beliefs and societal expectations on sport when it crosses its national boundaries are studied. Prerequisites: SM 110 and SM 222. Three credits.

SM 332 Sport and the Media

This course covers various forms of the media as it relates to sport, as well as an overview of the technological advances in media and the impact they play in the contemporary sport industry. Print and electronic media sources for sport will be covered along with the evolution of the media in sport. The impact media has made on sport and the impact sport has made on the media will be studied. Advances in technology and new forms of media, such as social media and video games, will also be discussed. Prerequisites: SM 110 and SM 222. Three credits.

SM 341 Ethics in Sport

This course presents 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. Prerequisites: SM 110 and SM 222. Three credits.

SM 351 Sport Governance and Policy

This course is an examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit, professional and international sport venues will also be addressed. Prerequisites: SM 110 and SM 222. Three credits.

SM 361 Sport Consumer Behavior

This course utilizes consumer behavior theories and concepts in conjunction with the growing field of sport fan behavior to address marketing and management implications for the sport industry. Emphasis is placed upon social and psychological theories and their implications on the understanding and prediction of sport consumer's behavior. Prerequisites: SM 110 and SM 222. Three credits.

SM 383 Sport Marketing, Sponsorship and Promotion

This course is designed to analyze the 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. Prerequisites: SM 110 and SM 222. Three credits.

SM 398 Sport Management Pre-internship Seminar

This seminar will allow students to establish and prepare for internships they will undertake the following semester. Interviewing techniques, resume building and professional behavior will be discussed in this course. Enrollment is limited to Sport Management majors with junior-level standing. One credit.

SM 450 Sport Law

This course includes 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. Prerequisites: SM 110 and SM 222. Three credits.

SM 473 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. Prerequisites: SM 110 and SM 222. Three credits.

SM 492 Management of Sport Organizations

This senior capstone course in Sport Management is designed to incorporate and synthesize all previous learning by studying various management techniques and case studies in sport organizations. Enrollment limited to Sport Management majors with senior-level standing. Three credits.

STUDY SKILLS (STSK)**STSK 101 Study Skills I**

This course gives students methods for time management and study skills for 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 Acting I**

This course provides exercises in acting techniques with the emphasis on truth, powers of observation, and concentration. Beginning elements of script analysis for scene study will be included. Enrollment is limited to BFA in Acting and BFA in Musical Theatre majors only. Three credits.

TH 102 Acting II

This course is an advanced study of acting techniques with the emphasis on emotional and physical life for character development. Enrollment is limited to BFA in Acting and BFA in Musical Theatre majors. Prerequisite: TH 101. Three credits.

TH 106 Introduction to Acting II

This course is a continuation of TH 113 with more advanced scene study. Prerequisite: TH 113. 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 111 Stage Lighting

This course is an intensive training and lecture course in designing, hanging and operating stage lights with practical experience working on Shenandoah University theatre productions. Corequisite: THLB 111 Stage Lighting Lab. Three credits.

TH 112 Stage Craft

This course is a training and lecture course in scenic construction, painting and design principles with practical experience in building sets for Shenandoah University theatre productions. Corequisite: THLB 112 Stage Craft Lab. Three credits.

TH 113 Basic Acting for Non-Majors I

This course is the study of stage terminology, theatre games and acting techniques with emphasis on observation, concentration and stimulating the imagination. Script analysis is discussed in preparation for scene presentation. This course is open to students from all curricula. This 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

This course focuses on design and construction of stage costumes. Practical experience will be provided in the construction of costumes for Shenandoah University theatre and dance productions. This course includes a laboratory component in which students will be expected to serve on a wardrobe/hair and makeup crew for one production. Three credits.

TH 140 Movement for Actors I

This course is the first in a sequence of movement training for the actor with emphasis on increasing kinesthetic awareness, eliminating tension and physical habits, and finding power in a neutral physical instrument. The student will learn to overcome inhibitions and free the body through work on relaxation, flexibility, articulation, centering, ensemble work and non-verbal expression. Enrollment is limited to theatre majors. Three credits.

TH 141 Theatrical Stage Makeup

This course provides an introduction to basic stage makeup, covering products, theory and techniques of application. The development of a character makeup design is emphasized through the coverage of contour, corrective and aging techniques. Additional topics include special effects, period, fantasy, and animal makeup. One credit.

TH 148 Voice and Speech for the Actor I

This course is the first in a series of three classes designed to train BFA in Acting majors to produce neutral, supported and resonant voice production with a flexible articulating instrument, demonstrating a marketable sound for the professional theatrical marketplace. This course will focus on the foundational elements of anatomy and production while utilizing the International Phonetic Alphabet with a diagnostic evaluation of the individual student. Three credits.

TH 149 Voice and Speech for Musical Theatre

This course is designed for the musical theatre actor to develop skills in vocalization, projection, articulation and interpretation of the spoken word for the stage, demonstrating a marketable instrument for the working professional. Three credits.

TH 201 Acting III

This course will develop the actor through work on scenes and monologues from contemporary naturalistic playwrights to be performed and critiqued in class. Enrollment limited to BFA in Acting and BFA in Musical Theatre majors. Prerequisite: TH 102. Three credits.

TH 202 Acting IV

This course continues the development of the actor through work on scenes and monologues from contemporary naturalistic playwrights to be performed and critiqued in class. Enrollment limited to BFA in Acting and BFA in Musical Theatre majors. Prerequisite: TH 201. Three credits.

TH 203 Acting Through Song

This course is an introduction to scene-song integration in musical theatre and the application of acting techniques in musical theatre song. Prerequisite: TH 201. Three credits.

TH 207 Stage Management I

This course covers the 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 or TH 113. Three credits.

TH 211 Lighting Design I

This course is an advanced, in-depth study of both master electrician and lighting design, including design for dance, theatrical genres and stages. Prerequisite: TH 111. Three credits.

TH 213 Theatre Drawing

This course covers 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 I

In this course students will learn 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

This course is 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 219 Graphic Arts for Design

The student will develop skills in various rendering techniques and visual presentations. Prerequisite: TH 213. Three credits.

TH 221 Stage Properties

This course covers 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

This course covers drawing and painting techniques for the costume designer, including figure drawing, fabric rendering and portfolio preparation. Prerequisite: TH 213. Three credits.

TH 230 Costume Construction

This course is an advanced study in stage costuming with emphasis on sewing techniques, textiles and finishing techniques. Students will receive practical experience through class projects. Prerequisite: TH 131. Three credits.

TH 231 Costume Design I

This course covers the principles of line, color, texture and visualization of character analysis and relationships and historical research. Prerequisite: TH 213. Three credits.

TH 240 Movement for Actors II

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 140. Three credits.

TH 241 Advanced Stage Makeup

This course builds upon techniques taught in TH 141, Theatrical Stage Makeup. This course is required for the costume design student and open to any student interested in furthering their makeup skills and knowledge. This course is 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 249 Voice and Speech for the Actor II

This course is the second in a series of three classes designed to train BFA in Acting majors to produce neutral, supported and resonant voice production with a flexible articulating instrument, demonstrating a marketable sound for the professional theatrical marketplace. It will build upon the work of TH 148 and focus on key exercise work with practical application. Prerequisite: TH 148. Three credits.

TH 251 Voice and Speech for the Actor III

This course is designed to build upon the skills demonstrated in TH 148 and TH 249 with an emphasis on an even broader sound for heightened language work elevating from General American Speech to that of Standard American. Students will continue the skills acquired in TH 148 and TH 249 focusing on the opening of the vocal apparatus and the application of skills needed for heightened language plays. In addition, students will learn techniques of analyzing Shakespeare and other verse plays for speaking and interpretive purposes. Prerequisite: TH 249. Three credits.

TH 252 Accents and Dialects

This course demonstrates the practical skill set utilized in creating dialects for the stage. The International Phonetic Alphabet is applied in this course to domestic and foreign dialects. Prerequisite: TH 251 for BFA in Acting majors or TH 149 for BFA in Musical Theatre majors. Three credits.

TH 300 Acting for the Camera

Students are introduced to fundamental ideas about story telling with a camera. The students learn and practice both single and multi-camera techniques. A series of projects will be assigned to enable students to encounter and practice acting and self-directing for the camera. Prerequisite: TH 202 or TH 203. Three credits.

TH 301 Period Voice and Movement

This course is designed to develop the actor's vocal and stage movement skills for performing material from a variety of period styles. Historical and contextual background for different theatre traditions will be included. Enrollment limited to BFA in Acting (required course) and BFA in Musical Theatre majors (elective course). Prerequisite: TH 202 or TH 203. Three credits.

TH 302 Acting for Shakespeare

This course is designed for the actor to develop textual, vocal and physical skills for performing the plays of Shakespeare and his contemporaries. Students will learn the history and context of the Elizabethan stage and the influence of Shakespeare on modern and global stages and film. Enrollment limited to BFA in Acting and BFA in Musical Theatre majors. Prerequisite: TH 202 or TH 203. Three credits.

TH 303 Improvisation I

This course focuses on exercises to stimulate the actor's imagination and instill proper procedures to unleash creativity with an emphasis on truthfulness and reality in performance. Enrollment limited to BFA in Acting (required course) and BFA in Musical Theatre majors (elective course). Prerequisite: TH 102. Three credits.

TH 304 Improvisation II

This course is a continuation of the study of exercises to stimulate the actor's imagination and instill proper procedures to unleash creativity with an emphasis on truthfulness and reality in performance. Enrollment limited to BFA in Acting (required course) and BFA in Musical Theatre majors (elective course). Prerequisite: TH 102. Three credits.

TH 307 Directing

This course focuses on an analysis of plays from a director's viewpoint. Students will complete a breakdown of scripts into dramatic elements and study various theatrical styles. Prerequisites: TH 101, TH 111, TH 112, TH 131 and TH 208. 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 or TH 203. Three credits.

TH 310 Stage Management II

This course covers 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

This course is an in-depth study and application of methods for singing in musical theatre styles. Instruction will consist of training and discussion of relevant techniques and solutions. Through songs, students will explore various vocal styles found in musical theatre while maintaining vocal health. This course will also cover treatment of vowels, consonants and song authenticity, while maintaining vocal health. One credit.

TH 312 Advanced Stage Craft

This course 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. Prerequisite: TH 112. Three credits.

TH 316 Scenic Art

This is 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 318 CAD for the Stage

This course covers the application of two- and three-dimensional graphics programs to solve creative problems in theatre drafting. Prerequisite: TH 217. Three credits.

TH 319 Computer Rendering

This course provides instruction in the application of various software programs to solve problems in theatre design. Prerequisites: TH 219 and TH 318. Three credits.

TH 320 Theatre Sound

This course covers an introduction to sound principles and practices of theatre sound design and provides training for the position of sound designer in theatre. Principles, practices and equipment are used to create finished sound designs for theatre, dance and related areas. Prerequisites: TH 111 and TH 112. Three credits.

TH 323 Script Writing

This course is an exploration of the writer's craft from play to screenplay to teleplay. The basic tools of crafting and interpreting each genre of script formatting, character work, story structure and techniques for application will result in the creation of a screenplay. Prerequisite: TH 202 or TH 310. Three credits.

TH 324 Company I: Showmakers

This course serves as the first course in a three-course sequence required in the BFA in Acting curriculum. Students will form a troupe that produces plays for public performance and school tours. Enrollment is limited to BFA in Acting majors. Prerequisite: TH 302. Three credits.

TH 330 Pattern Drafting

This course focuses on pattern making for theatrical costumes, including flat patterning and draping techniques. Students will gain practical experience through class projects. Prerequisite: TH 230. Three credits.

TH 341 Stage Combat

This is an introductory level course in the art and skill of stage combat and will focus heavily on safety for the stage. The primary weapons of focus are unarmed stage combat and rapier and dagger. The introduction of other stage weaponry is at the discretion of the instructor. Three credits.

TH 350 History of Architecture and Décor

This course provides the student of theatre with a methodology for researching the visual elements of theatre. It consists of an historical survey of architecture, furniture and décor as they pertain to theatrical production. The student is provided with an opportunity to develop skills in research and analysis methods as related to theatre production. Three credits.

TH 351 History of Theatre I

This course covers the development of drama, theatre architecture, companies, personalities and styles from antiquity to the Renaissance. Three credits.

TH 352 History of Theatre II

This course is a continuation of TH 351 from the Renaissance to the present. Prerequisite: TH 351. Three credits.

TH 353 History of Fashion I

This course covers the 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 II

This course is a 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

This course covers 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 II

This course covers 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

This course covers an 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 391 Company Production

This course provides additional lab time for planning, rehearsals and performances. Corequisites: TH 422 or TH 423. One credit.

TH 399 Theatre Production

In this course, students will participate in major theatrical productions. Audition required. One credit.

TH 401 Auditioning

This course is a continuation of TH 302 with concentration on monologues for auditions. The course content will include challenging scene work excerpted from avant-garde plays and by specific playwrights. Prerequisite: TH 302. Three credits.

TH 402 Actor's Portfolio

This course is a continuation of TH 401 with concentration on avant-garde theatre, musical comedy and children's theatre techniques. A portion of this course is devoted to preparing audition monologues. Prerequisite: TH 401. Three credits.

TH 403 Advanced Acting Through Song I

This course builds upon the techniques taught in TH 203, Acting Through Song. Emphasis is placed on contemporary, post Golden-Age repertoire. Students will explore a range of musical theatre scenes from varying styles including concept pieces, thru-sung musicals, and non-realism. Prerequisite: TH 203. Three credits.

TH 404 Advanced Acting Through Song II

This course is a continuation of TH 403 with further work on concept-style scenes and larger group scenes in contemporary musical theatre. This course will serve as the culminating course in the musical theatre training program. Prerequisite: TH 403. Three credits.

TH 405 Future Stages I

In this course, students work collaboratively across disciplines and investigate approaches to interactive experience and new ways of storytelling. Students will actively work on both theoretical and practical projects with industry partners on simulated experiences. The emphasis is on devising interdisciplinary performance techniques and metacognitive abilities which enable the actors to apply their foundational skill set to interactive storytelling. This class is an opportunity to explore simulation and training edutainment and performance outside of traditional production modes. Prerequisites: TH 202, TH 300 and TH 304. Three credits.

TH 406 Future Stages II

This course is a continuation of TH 405. Through working collaboratively across disciplines, students investigate approaches to interactive experience and new ways of storytelling. Students will actively work on both theoretical and practical projects with industry partners on simulated experiences. The emphasis is on devising interdisciplinary performance techniques and metacognitive abilities which enable the actors to apply their foundational skill set to interactive storytelling. This class is an opportunity to explore simulation and training edutainment and performance outside of traditional production modes and beyond the students' focused discipline. Prerequisite: TH 405. Three credits.

TH 407 Theatre for Youth Directing Workshop I

In this course, students select plays from various periods and styles and, after completing a thorough research of the period, direct a scene from the play or possibly the play itself. Enrollment limited to Theatre for Youth majors. Prerequisite: TH 307. Two credits.

TH 408 Theatre for Youth Directing Workshop II

This course is a continuation of TH 407. Enrollment limited to Theatre for Youth majors. Prerequisite: TH 407. Two credits.

TH 411 Lighting Design II

This course is a continuation of TH 211. Students will design projects for multi-scene plays, musicals and operas in proscenium and other stagings. Prerequisite: TH 211. Three credits.

TH 412 Technical Direction

This course builds upon knowledge and techniques learned in TH 312. Students will focus on areas of technical production including material and labor estimations, construction drawings, materials research, scheduling and technical management techniques. Prerequisites: TH 217 and TH 312. Three credits.

TH 415 Scenic Design II

This course is a continuation of TH 215. Students will design projects for multi-scene plays, musicals and opera in proscenium and other stagings. Prerequisite: TH 215. Three credits.

TH 422 Company II: Film

This course serves as the second course in a three-course sequence required in the BFA in Acting curriculum. Students will produce a film for which they serve as writers, directors, actors and producers. Prerequisites: TH 300 and TH 323. Corequisite: TH 391. Three credits.

TH 423 Company III: Play

This course serves as the third course in a three-course sequence required in the BFA in Acting curriculum. Students will produce a play for performance in a major metropolitan city. Prerequisite: TH 422. Corequisite: TH 391. 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 II

This course is a continuation of TH 425. Prerequisite: TH 425. One credit.

TH 430 Costume Design II

This course is a continuation of TH 231, with emphasis on play analysis and style. This is an advanced class in costume design which will include plays, musicals and operas in proscenium and other staging. Prerequisite: TH-231. Three credits.

TH 449 Voiceover

This course is a culminating experience for BFA in Acting majors. Students will be trained in commercial, industrial, narrative and character voiceover techniques. Enrollment is limited to BFA in Acting (required course) and BFA in Musical Theatre majors (elective course). Prerequisite: TH 251 for BFA in Acting majors or TH 149 for BFA in Musical Theatre majors. Three credits.

TH 451 Senior Repertoire and Showcase

This course 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. This course is required of graduating seniors in the BFA in Musical Theatre curriculum and must be presented only in the academic year of the student's graduation. Two credits.

TH 490 Stage Management Internship I**TH 491 Stage Management Internship II**

This course provides practical experience (150 hours minimum) in a professional theatrical stage management setting. Prerequisites: All TH requirements through TH 310. Three credits.

TH 495 Special Topics

This course is an investigation of a specialized topic within theatre. Prerequisites will vary with topic. One, two or three credits, dependent upon topic.

TH 498 Technical Theatre Thesis

This course is for the advanced design major and consists of a culminating 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

This course allows for guided individualized study of projects in theatre, which may be used to fulfill theatre electives only. Projects must be approved by the associate dean for undergraduate studies and the division chair and/or program coordinator 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 (same as MCOM 322)

This course uses advertising to examine the construction of gender from the late 19th century to the present, particularly how advertising has contributed to the meanings we attach to being a man and being a woman in American culture. We take a historical look at how consumer culture has represented and defined the male, the female, the masculine, and the feminine by focusing on the development of significant advertising campaigns and consumption items. We will examine the relationship between major shifts for men and women in the private and public sphere and the depiction of those shifts in advertisements. Throughout the semester, we will relate the old to the new by focusing on persistent patterns of meanings that reoccur in advertisements and what these patterns tell us about the development of particular gendered meanings and gendered norms. Three credits.

WST 400 Special Topics in Women's Studies

This course provides opportunity for critical reading, discussion and analysis of a selected topic in Women's Studies. The course meets three hours each week with students arriving in class prepared to discuss readings and other assigned learning activities. Topics vary depending on the instructor. Three credits.

WST 410 Supervised Individualized Study

Guided individual study of a particular area or topic in Women's Studies as agreed by the student and instructor. An outline of the proposed study content, learning activities and evaluation methods is submitted to the instructor for approval prior to enrollment. Prerequisite: WST 100. One to three credits.

WST 420 Women and the Holocaust

This course introduces students to the origins and ramifications of the Holocaust with special emphasis on women's experiences during the Holocaust. Drawing on primary sources of women's studies and trauma theory, the course explores the complex interplay of gender, race, nation and global culture in the context of mass murder. No prior knowledge of the Holocaust is necessary. WST 100 is recommended but not required. Three credits.

WRITING (WR)**WR 099 Writing Lab**

A one-hour lab for those students requiring assistance to improve college-level writing skills. Grade of "S" or "U" only. One pre-college-level credit.

WR 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. Prerequisite: 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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Tracy Fitzsimmons, President; B.A. Princeton University; M.A., Ph.D., Stanford University

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Mitchell L. Moore, Vice President for Advancement; B.A., University of Richmond; M.P.A., Virginia Commonwealth University

Clarresa Moore Morton, Vice President for Enrollment Management & Student Success; B.A. Oral Roberts University; M.A. and Ph.D., Virginia Polytechnic Institute and State University

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Administrative Officers

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Jennifer Bousquet, Director of Foundation Relations; B.A., University of Arkansas; J.D., University of Arkansas at Little Rock

Nancy S. Bragg, Director of Financial Aid; B.S., M.S., Syracuse University

Emily Burner, Director of Media Relations; B.A., Randolph-Macon College; M.S., Syracuse University

Rachel Carlson, Director of the Division of Physician Assistant Studies; B.S., The Pennsylvania State University; M.S., Medical College of Ohio; Ed.D., Nova Southeastern University

Demetrius L. Carmichael, Associate Vice President for Administration and Finance; B.B.A., University of Texas; M.B.A., University of Saint Thomas; C.P.A.

Leslie B. Davidson, Director of the Division of Occupational Therapy; B.A., Indiana University; M.A., New York University; M.S.Ed., Johns Hopkins University; Ph.D., Virginia Polytechnic Institute and State University

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Kathryn Ganske, Dean of the Eleanor Wade Custer School of Nursing; B.S.N., Indiana University; M.S.N., George Mason University; Ph.D., University of Virginia

Jennifer Green-Flint, Director, Shenandoah Conservatory Arts Academy; B.A., Mary Washington College; M.S., Shenandoah University

Marie C. Landes, Director of Human Resources

Anne Marchant, Director of The Center for Teaching and Learning; B.A., University of New Hampshire; M.A., Ph.D., University of California

Rick McClendon, Director of Student Engagement; B.S., M.Ed., Western Carolina University

Alan B. McKay, Dean of the Bernard J. Dunn School of Pharmacy; B.S., Mercer University; M.S., Ph.D., University of Mississippi

Sue O'Driscoll, Director of Residence Life and Student Conduct; B.A., Marist College; M.A., Iona College

Jane D. Pittman, Associate Vice President for Alumni Affairs; B.A., Findlay College; M.B.A., Shenandoah University

Amy Sarch, Director of General Education and First Year Seminar; B.A., State University of New York at Binghamton; M.A., Ph.D., Annenberg School for Communication, University of Pennsylvania

Rose A. Schmieg, Director of the Division of Athletic Training; B.S., West Chester University; M.S., Beaver College; D.H.Sc., University of St. Augustine

Barry G. Schnoor, Director of Physical Plant; B.A., University of Nebraska; M.U.E.P., University of Virginia

Karen K. 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

Michelle Shenk, Director of Learning Resources and Services; B.S., Old Dominion University; M.S., Shenandoah University

Jennifer Spataro-Wilson, Director of Career Services; B.A., Campbell University; M.A., West Virginia University

Scott J. Spriggs, Chief Marketing and Creative Officer; B.F.A., James Madison University

Michael J. Stepniak, Dean of Shenandoah Conservatory; B.A., Atlantic Union College; M.M., New England Conservatory; M.M., Northwestern University; M.M., Peabody Conservatory at Johns Hopkins University; Ed.D., Harvard University Graduate School of Education

John V. Stevens, Director of Auxiliary Services; B.S., Bloomsburg University; M.B.A., Mount Saint Mary's College

Ron Stickley, Director, Wilkins Wellness Center; B.S., Eastern Mennonite University; M.S., Shenandoah University

Beverly Watson, Director of the Division of Respiratory Care; A.A.S., Northern Virginia Community College; B.S., Kent State University; M.S., Capella University; Ed.D. in progress, Northcentral University

Sherry D. Whitelaw, Director of Student Accounts; B.S., Bridgewater College

Andrew B. Woodall, Executive Director of Recruitment and Admissions; B.S., George Mason University; M.S.W., University of Maryland - Baltimore

Douglas W. Zipp, Director of Intercollegiate Athletics; B.S. Elmira College; M.S., University of Rochester

FACULTY

This list includes those full-time and part-time faculty members who taught during the 2013-14 academic year and who are expected to continue, and new full-time faculty hired as of January 1, 2014, for the 2014-15 academic year:

* Members of the Graduate Faculty are designated by an asterisk (*). The graduate faculty is defined as those members of the full-time and part-time faculty who hold the appropriate terminal degree, or the professional equivalent, and who are to teach graduate courses. Graduate faculty may also teach undergraduate courses.

The undergraduate faculty is defined as those members of the faculty who hold at least a master's degree, or the professional equivalent, and who are assigned to teach undergraduate courses. Most of Shenandoah's undergraduate faculty also hold terminal degrees in their field, however; those designated as undergraduate faculty are not teaching graduate courses.

^ Full-time administrative appointments with part-time teaching assignments are designated by a caret symbol (^).

+ Full-time 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, Director of the School of Education and Human Development 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

^Adrienne Bloss (2013), Vice President for Academic Affairs, Shenandoah University, and Professor; Mathematics; B.S., University of Virginia; M.S., M.Phil., Ph.D., Yale University

Darren D. 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), Associate Professor; Psychology; B.S., University of Massachusetts; M.A., Ph.D., University of Mississippi

Michelle L. Brown (2010), Associate Professor; English; B.S., M.A., James Madison University; Ph.D., University of Maryland

Diep Vu Ca (2005), Associate Professor; Chemistry; B.S., M.S., Vietnam National University (Vietnam); M.E., University of New England (Australia); Ph.D., Miami University

Elizabeth L. Cantwell (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

Mark Sai Leong Chan (2012), Assistant Professor; Psychology; B.A., Southwestern College; M.A., Ph.D. candidate, University of Kansas

Kelley Crowley (2011), Associate Professor; Mass Communications; B.A., Point Park College; M.A., Ph.D., Duquesne University

Gina C. 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; Exercise Science (Kinesiology); B.S.E., State University of New York at Cortland; M.S., Ph.D., University of Illinois

- William Douglas Enders (2005), Director of the Writing Center; and Professor, Writing; B.A., 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), Assistant Professor; Criminal Justice; B.A., The Catholic University of America; M.S., The American University; Ph.D., George Mason University
- Audra L. Gollenberg (2010), Assistant Professor; Public Health; B.S., Rensselaer Polytechnic Institute; Ph.D., University of Massachusetts
- Paula Grajdeanu (2011), Associate Professor; Mathematics; B.S., M.S., University of Iasi; Ph.D., Durham University
- Brandon F. Greene (2013), Associate Professor; Religion; B.S., University of Alabama; M.S., University of Kansas; Ph.D., Florida State University
- Sarah A. Hamilton (2009), Instructor; Exercise Science (Kinesiology); B.A., Lenoir-Rhyne College; B.S., University of North Carolina; M.S., Clemson University; Ph.D. in progress, Indiana University
- Laura L. 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
- Steven E. Humphries (2007), Associate Professor of English as a Second Language; B.A., Auburn University; M.S., Ph.D., Florida State University
- Joanne Jacobs (1983), Associate Professor; English; B.A., Marymount Manhattan College; Ph.D., University of Notre Dame
- John T. Jacobs (1974), Professor; English; A.B., Kings College; Ph.D., University of Notre Dame
- Geraldine W. Kiefer (2003), Associate Professor; Art; B.A., Kent State; M.A., Oberlin College; Ph.D., Case Western University
- Joshua A. Kincaid (2008), Associate Professor; Environmental Studies and Geography; B.S., Frostburg State University; M.A., West Virginia University; Ph.D., University of Georgia
- Scott P. King (2010), Associate Professor; Psychology; B.A., Beloit College; M.A., Ph.D., Loyola University
- Brett L. Kite (2007), Assistant Professor; Chemistry; B.S., Ph.D., Virginia Polytechnic Institute and State University
- Eric K. Leonard (2003), Henkel Family 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
- T. Grant Lewis (2012), Assistant Professor; Outdoor Leadership; B.A., University of Richmond; M.Ed., Georgia College & State University; Ph.D., University of Minnesota
- Brian W. Lipscomb (2008), Assistant Professor; Biology; B.A., University of Kansas; Ph.D., Yale University
- +Anne Marchant (2011), Director, Center for Teaching and Learning and Professor; Interdisciplinary Studies; B.A., University of New Hampshire; M.A., Ph.D., University of California
- Carla D. Miller (2014), Assistant Professor; Criminal Justice; B.A., M.A., Norfolk State University; Ph.D., Virginia Polytechnic Institute and State University
- Kevin Minister (2014), Assistant Professor; Religion; B.A., Union University; M.T.S., Boston University; Ph.D., Southern Methodist University
- Meredith Minister (2014), Assistant Professor; Religion; B.A., Union University; M.T.S., Boston University; Ph.D., Southern Methodist University
- 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

- Jessica OShaughnessy (2013), Assistant Professor; Mathematics; B.A., St. Mary's College of Maryland; M.S., Ph.D., National University of Ireland
- Barry M. Parker (2013), Assistant Professor; Kinesiology; B.F.A., University of Florida; M.S., Ph.D., Springfield College
- Nina Parker (1995), Associate Professor; Biology; B.A., M.S., University of Michigan; Ph.D., Ohio University
- Jessica C. Peacock (2014), Assistant Professor; Exercise Science; B.S., Virginia Polytechnic Institute and State University; M.A., M.S., Ph.D., West Virginia 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
- Laurel Rodgers (2012), Assistant Professor; Biology; B.S., Sweet Briar College; Ph.D., University of Arizona
- Cynthia Schendel (2009), Associate Professor; Kinesiology; B.A., Ausburg College; M.S., Arizona State University; M.A., San Diego State University; Ed.D., Northern Illinois University
- +*Karen Kennedy Schultz (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
- Andrea Smith (2009), Associate Professor; Foreign Languages; 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
- *Laura K. Zimmermann (1998), Professor; Psychology; B.A., Emory University; M.S., Ph.D., University of New Mexico

Part-time Faculty

- Justin Allen (2011), Instructor; Religion; B.A., Greensboro College; M.Div., D.Min., Wesley Theological Seminary
- Kevin L. Anderson (2003), Adjunct Assistant Professor; Kinesiology; B.S.Ed., M.S., George Mason University
- L. 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., M.A., The George Washington University
- Jennifer D. Turman Bayliss (2004), Adjunct Instructor; Kinesiology; B.S., B.A., Shenandoah University
- Patricia Bair (2012), Adjunct Instructor; Public Health; B.A., University of Maryland; M.P.H., University of Denver
- Edward C. Burks, Jr. (2007), Adjunct 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; D.Prof. in progress, Shenandoah University
- Bruce C. Cameron (2008), Adjunct Instructor; Kinesiology and Study Skills; B.A., Concordia College; M.S., West Virginia University
- Minna K. Cirino (2009), Adjunct Assistant Professor; Criminal Justice; B.S., University of Florida; M.A., Ph.D., University of Central Florida
- Allen D. Corbin (2013), Adjunct Instructor; Kinesiology; B.S., West Virginia University
- ^Rhonda VanDyke Colby (2006), Vice President of Student Life and Adjunct Assistant Professor; Religion; B.S., James Madison University; M.Div., Wesley Theological Seminary; D.Min., Baptist Theological Seminary
- Jason H. Craig (2013), Adjunct Assistant Professor; Psychology; B.S., University of Florida; M.S., University of Scranton; D.Ed., Nova Southeastern University
- Meredith K. Davis (2013), Adjunct Instructor; Public Health; B.A., Case Western Reserve University; M.P.H., University of North Carolina at Chapel Hill
- Daniel J. Dease (2007), Adjunct Instructor; Environmental Studies; B.S., Rowan University; M.S., Drexel University
- Barry W. Deuel (1987), Adjunct Assistant Professor; Kinesiology; B.S., West Virginia University

- Wendy T. Dorsey (2012), Adjunct Instructor; Psychology; B.S., Pennsylvania State University; M.S., Indiana State University
- William D. Duvall (2011), Adjunct Instructor; Mass Communications; B.A., George Mason University; M.S., West Virginia University
- Bethany Galipeau-Konate (2010), Director of International Programs and Instructor; First Year Seminar; B.S., Northwestern College; M.B.A., Shenandoah University
- Gregory J. Gallagher (2008), Adjunct 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
- Evelyn Garver (2005), Adjunct Professor; Writing; B.A., Columbus State University; M.A., University of Houston
- John E. Guiniven (2013), Adjunct Associate Professor; Mass Communications; B.A., LaSalle College; M.S., The American University; M.G.A., Ph.D., University of Maryland
- Rachael W. Hammond (2007), Adjunct Assistant Professor; English; B.A., University of Virginia; M.A., James Madison University
- +Karen Hattenback (2006), Adjunct Instructor; Kinesiology; Certified Franchised Jazzercise Instructor
- Paul M. Hill (2011), Adjunct Assistant Professor; Psychology; A.S., Corning Community College; B.S., State University of New York at Cortland; M.A., Western Carolina University; Psy.D., University of Hartford
- Jamie Hoffman (2012), Adjunct Instructor; Study Skills; B.A., James Madison University; M.Ed., The College of William and Mary
- E. Lawrence Hubbard (2011), Adjunct Instructor; Kinesiology; B.A., University of Maryland; M.A., M.S., University of Delaware
- Martin A. Janowitz (2002), Adjunct Professor; Psychology; B.S., M.S., City College of New York; M.S., Ph.D., University of Maryland
- Elizabeth Bates Javidan (2014), Adjunct Professor; English as a Second Language; A.A., Dabney S. Lancaster Community College; B.A., M.Ed., Shenandoah University
- 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
- Desmond J. Lawless (2006), Adjunct Instructor; Kinesiology; B.S., West Sussex Institute of Higher Education (England); M.S., University of Wisconsin-Stout
- Linden E. Lewis, Jr. (2009), Adjunct Instructor; Kinesiology; A.A., Lord Fairfax Community College; B.S., Salem-Teikyo University
- Andrew B. Marrocco (2007), Adjunct Instructor; Kinesiology; B.S., M.S., Salisbury University
- Anderea N. Mason (2003), Adjunct Instructor; Psychology; B.S., Slippery Rock University; M.Ed., Edinboro University of Pennsylvania
- Helga D. Mayorga (2012), Adjunct Instructor; Foreign Languages; B.A., M.A., American University
- Brock L. McCullough (2010), Adjunct Instructor; Kinesiology; B.A., Grove City College; M.S., Clarion University
- M. Suzanne Morehead (2009), Adjunct Instructor; Criminal Justice; B.S., Radford University; M.S., University of Cincinnati
- Elizabeth R. O'Connor (2013), Adjunct Assistant Professor; American Sign Language; B.A., University of Colorado, Colorado Springs; M.A., University of Northern Colorado, Greeley
- Suzanne M. O'Driscoll (2012), Adjunct Instructor; Mass Communication; B.A., Marist College; M.A., Iona College; D.Prof., Shenandoah University
- +Sarah J. Pelster (2004), Adjunct Instructor; Kinesiology; B.S., Missouri Western State College; M.S., Eastern Kentucky University
- Elizabeth R. Pike (2013), Adjunct Instructor; Kinesiology; B.A., The American University; M.S., Shenandoah University
- Constance Richards (2013), Adjunct Assistant Professor; Psychology; B.A., George Mason University; M.S.W., Virginia Commonwealth University; Ph.D., Walden University
- Jeffrey A. Rudy (2008), Adjunct Assistant Professor; English; B.A., M.F.A., University of Pittsburgh; M.F.A., Vermont College
- Jeremiah Santiago (2012), Adjunct Instructor; Study Skills; B.A., Wesley College; M.S., Shenandoah 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
- Amy Sarch (2005), Director of General Education and Assistant Professor; Women's Studies; B.A., State University of New York at Binghamton; M.A., Ph.D., University of Pennsylvania
- Patricia Shobe (2012), Adjuvant Adjunct, Public Health; B.A., University of Maryland; M.P.H., University of Denver
- Craig A. Smith (2011), Adjunct Instructor; Criminal Justice; B.S., James Madison University; M.A., The George Washington University
- Jennifer A. Spataro-Wilson (2008), Adjunct Instructor; Study Skills; B.A., Campbell University, Buies Creek; M.A., West Virginia University
- Kathleen M. Todd (2011), Adjunct Assistant Professor; Criminal Justice; B.A., McGill University (Canada); J.D., University of Richmond
- William N. Wade (2012), Adjunct Professor; Religion; B.A., University of Virginia; M.T., Southern Methodist University; Ph.D., University of Notre Dame
- Leslie K. Walker (2010), Adjunct Instructor; Criminal Justice; Paralegal Certificate, Professional Career Development Institute; B.S., M.S., University of Phoenix
- Kristin A. Whitesides (2013), Adjunct Instructor; Religion; B.A., University of Richmond; M.Div., Duke Divinity School
- Donna L. Wilson (2004), Adjunct Associate Professor; Foreign Languages (Spanish); A.A., Casper College; B.A., M.A., University of Wyoming

HARRY F. BYRD, JR. SCHOOL OF BUSINESS

Academic Leadership

*Miles K. Davis (2001), Dean and Professor; Management; B.A., Duquesne University; M.A., Bowie State University; Ph.D., George Washington University; Harvard Graduate School of Education

*RT Good, III (1995), Associate Dean and Professor; Management, B.A., Virginia Commonwealth University; M.B.A., Mary Washington College; Ed.D., Nova Southeastern University; AACSB Post-Doctoral Program, University of Florida

Full-time Faculty

*Robert Bonometti (1999), Byrd Chair of Information Systems and Technology and Professor; Information Systems and Technology; B.S., U.S. Military Academy; M.B.A., Long Island University; M.S., Ph.D., Massachusetts Institute of Technology

*J. Seth Chatfield (2013), Assistant Professor; Healthcare Management; B.B.A., Bowling Green State University; M.B.A., Ph.D., The University of Toledo

*Yvonne Chen (2004), Director of M.B.A. Program and Associate Professor; Economics; B.A., M.A., Ph.D., University of Wisconsin

*I. Bogdan Daraban (2007), Associate Professor; Economics; B.S., Polytechnic University (Romania); M.S., Ph.D., Florida State University

Edward J. Gawrysiak, III (2012), Assistant Professor; Sport Management; B.S.Ed., M.Ed., Ph.D., The University of Georgia

*Bruce K. Gouldey (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

*Sally Y. 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

*Michael J. Magro (2011), Assistant Professor; Information Systems and Technology; B.S., California State University; M.S., University of Redlands; Ph.D., University of North Texas

*Michael C. Malmfeldt (2013), Assistant Professor; Accounting; B.A., J.D., University of Oklahoma; M.A.F.M., DeVry Institute; M.P.A., in progress, University of Southern California; P.D.B., University of Florida

*Gökçe Palak (2013), Visiting Instructor; Supply Chain Management and Quantitative Methods; B.S., Boğaziçi University (Turkey); M.S., Colorado State University; Ph.D., Mississippi State University

Fritz Polite (2014), Assistant Professor; Sport Management; B.A., Simpson College; M.P.A., The University of Oklahoma; M.P.A., Troy State University; Ph.D., The Florida State University

*Faith Power (2014), Interim Director of Institute for Entrepreneurship and Visiting Assistant Professor of Management; B.A., Marshall University; M.A., Ed.D., The George Washington 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

Brian J. Wigley (2002), Director of B.B.A. Program and Associate Professor; Sport Management; B.S., University of Texas at Austin; M.S., Ed.D., Texas A & M University

*John I. Winn (2005), Professor; Business Law; B.A., Guilford College; L.L.M., Judge Advocate General's School, United States Army; J.D., Campbell 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), Associate Professor; Finance; B.Eng., M.A., Zhejiang University (China); Ph.D., The George Washington University

Part-time Faculty

*+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

Timothy S. Coyne (2010), Adjunct Assistant Professor, Sport Management; B.A., University of Virginia, Charlottesville; J.D., T.C. Williams School of Law, Richmond

Rejoyce L. H. Lunceford (2013), Adjunct Instructor, Accounting; A.S., Panama Canal College; B.B.A., M.B.A., Shenandoah University

*Alesia Slocum (2013), Adjunct Associate Professor, Management; B.A., University of California at Berkeley; M.A., Johns Hopkins Nitze School of Advanced International Studies; D.B.A., Cranfield University

*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 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), Costume Designer and 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

Bob Boross (2013), Visiting Associate Professor; Jazz Dance; B.A., Denison University; M.A., New York University

William M. 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

Tiffanie Carson (2013), Assistant Professor; Jazz Dance; B.F.A., Chapman University; M.F.A., New York University

*Ting-Yu Chen (1997), Chair of Dance Division and Associate Professor; Dance; B.F.A., State University of New York-Purchase; M.F.A., The Ohio State University

*Carolyn Coulson (2008), Associate Professor; Theatre; B.A., Santa Clara University; M.A., Ph.D., University of Connecticut

David Edelman (2009), Director of Arts Management and Associate Professor; Arts Management; B.A., Washington University; M.F.A., Rutgers University

Matthew Edwards (2010), Assistant Professor; Voice; B.M., Cleveland Institute of Music; M.M., Louisiana State University

Jonathan S. Flom (2007), Musical Theatre Program Coordinator and Associate Professor; Music Theatre; B.F.A., M.F.A., Pennsylvania State University

+Karen M. Follett (1992), Dance Accompanist and Musical Coordinator for Dance and 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

*Julian Gray (2013), Professor; Guitar; professional performing artist

*Debra Kathryn Green (1999), Professor; Voice and Vocal Pedagogy; B.A., California State University; M.M., University of Oregon; D.M.A., University of Cincinnati College-Conservatory of Music

*Erica M. Helm (1989), Assistant Dean for Recruitment and Associate Professor; Dance; B.F.A., University of Hawaii; M.F.A., Southern Methodist University

William J. Ingham (1999), Technical Director; Chair of Theatre Division and Associate Professor; Theatre; B.A., B.S., Morehead State University; M.F.A., Florida State University

*Byron A. 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 L. Keating (1989), Professor; Voice; B.M., James Madison University; M.M., Hochschule für Musik und Darstellende Kunst "Mozarteum" (Austria); D.M.A., Shenandoah University

*Robert P. 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 M. Lederer (2004), Director of Instrumental Chamber Music and Professor; Viola and Chamber Music; Diploma, Curtis Institute of Music

*David T. Little (2012), Director of Composition and Coordinator of New Music and Assistant Professor; Composition; B.M., Susquehanna University; M.M., University of Michigan; M.F.A., Ph.D., Princeton University

- *Jeffrey H. Marlatt (2006), Charlotte A. & Verne E. Collins Endowed Professorship, Director of Music Education 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
- *Anthony Meadows (2014), Director of Graduate Music Therapy Studies and Associate Professor; B.M., University of Melbourne (Australia); M.M.T., Ph.D., Temple University
- *David Meyer (2011), Associate Professor, Voice and Vocal Pedagogy; B.M., University of Iowa; M.M., D.M., Indiana University
- *J. Thomas Mitts (2002), Director of Organ and Church Music and Associate Professor, Organ and Church Music; B.M., M.M., Louisiana State University; D.M.A., University of Iowa
- *Medea O. Namoradze (1993), Professor, Voice; B.M., M.M., D.S.S., Tbilisi State Conservatory (Georgia)
- *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, Chair of Keyboard Division 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., Ph.D., 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), Director of Music Production and Recording Technology and Associate Professor, Music Production and Recording Technology; B.M., Berklee College of Music; M.M.E., Shenandoah University
- William J. Pierson (1994), Scenic and Lighting Director and Associate Professor, Theatre; B.A., Eastern Illinois University; M.F.A., Illinois State University
- Timothy J. Robblee (2014), Director of Bands and Associate Professor, Music; B.A., Whitworth College; M.M., Northwestern University; Ph.D., University of Minnesota
- *Timothy Roberts (2007), Professor, Saxophone; B.M., Northwestern University; M.M., D.M.A., The Catholic University of America
- *Ryan Romine (2009), Associate Professor, Bassoon and Music Theory; B.M.Ed., Ohio State University; M.M., D.M.A., Michigan State University
- James Ruscella (2012), Director of Acting Program and Assistant Professor, Theatre/Acting; A.A., Seminole Community College; B.F.A., University of South Florida; M.F.A., Rutgers University
- Keith P. Salley (2007), Music Theory Coordinator and Associate 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 Conducting/Choral Music; 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
- Larry Silverberg (2014), Professor, Theatre; Master Teacher in Acting
- Jonathan M. Snowden (2012), Professor, Flute; B.M., Guildhall School of Music (London)
- *Stephanie Standerfer (2008), Associate Professor, Music Education; B.M.E., University of Colorado, Boulder; M.Ed., Ph.D., University of Virginia
- *Donovan Stokes (2007), Strings Area Coordinator and Professor, Bass; B.M., Vanderbilt University; M.M., D.M., Indiana University
- Daniel B. Tague (2012), Director of Undergraduate Music Therapy Studies and Assistant Professor, Music Therapy; B.A., Texas Tech University; M.M.E., The University of Kansas; Ph.D., The Florida State University
- *Akemi Takayama (2007), Victor Brown Chair in Violin and Associate Professor, String; Certificate, University of Wyoming; B.M., Toho School of Music; Diploma, M.M., Cleveland Institute of Music
- *Elizabeth A. Temple (1962), Professor, Piano; B.S., Indiana University of Pennsylvania; M.M., West Virginia University

Kirsten N.Trump (2003), Associate Professor; Theatre; B.F.A., The Catholic University of America; M.F.A., West Virginia University

*Jan G. Wagner (2002), Coordinator; Director of Orchestral Studies and 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), Costume Designer and Associate Professor; Costume Design; A.S., Lincoln Trail College; B.S., Indiana State University; M.F.A., George Washington University

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*David S. Zerull (1990), Chair of Conservatory Academics Division and 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 Associate Professor; Clarinet; B.M., The Juilliard School; M.M., Yale University

Part-time Faculty

Sally Anderson (2002), Adjunct Assistant Professor; Theatre; B.A., B.Ed., University of Toronto; B.M.Ed., Shenandoah University; M.M., University of North Texas at Denton

Margaret Brooks Angermeier (2006), Adjunct Assistant Professor; Voice; B.A., University of North Carolina; M.M., East Carolina University

Gerald Alan Arnett (1997), Auxiliary Adjunct Assistant Professor; Dance; B.A., Radford University; M.F.A., Southern Methodist University

Joel Ayau (2012), Adjunct Assistant Professor; Vocal Coaching; B.A., New York University; M.M., The Juilliard School; D.M.A., The University of Michigan at Ann Arbor

Marsha Barley (2012), Adjunct Assistant Professor; Music Education; B.M., M.M., Shenandoah University

Alan Baylock (2011), Jazz Composer-in-Residence and Adjunct Associate Assistant Professor; Jazz Studies; B.M.E., Shenandoah University; M.M., University of North Texas

*Michael Bunn (1986), Adjunct Associate Professor; Tuba and Euphonium; B.M., M.M., Peabody Institute of the Johns Hopkins University

David E. Chavez (2012), Adjunct Assistant, Music; B.M., M.M., Pennsylvania State University; D.M.A., George Mason University

Hsin-Yi Chen (2013), Adjunct Assistant Professor; Piano; B.M., M.M., Shenandoah University; D.M.A., University of Maryland

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 Correll (2007), Adjunct Assistant Professor; Music Education; B.M.Ed., James Madison University; M.Ed., University of Virginia; M.M., Shenandoah University

Zoeyth Cruz-Cabudol (2014), Guest Artist and Adjunct Lecturer; Dance; professional dancer

Kathryn DeBord (2007), Instructional Assistant, Dance; B.A., Shenandoah University

Paul DiFranco (2011), Distinguished Visiting Adjunct Instructor; Music Production and Recording Technology; professional music supervisor; music publisher and record producer

Lee Ann Dransfield (1998), Auxiliary Adjunct Assistant Professor; Piano; B.M., Ohio University; M.M., University of Oregon

Peter Edelman (2010), Adjunct Instructor; Arts Management; B.A., Capital University; M.A., University of Essex

*Craig Fraedrich (1989), Auxiliary Adjunct Associate Professor; Jazz and Trumpet; B.M., North Texas State University; M.M., Arizona State University

Ruby Fulton (2012), Adjunct Assistant Professor; Composition; B.F.A., Ph.D., in progress, Carnegie Mellon University; M.A., University of Pittsburgh

Jennifer Green-Flint (2013), Director of Shenandoah Arts Academy and Adjunct Assistant Professor; Arts Management; B.A., University of Mary Washington; M.S., D.Prof. in progress, Shenandoah University

=Rosemary A. Green (1982), Adjunct Professor; Conservatory Academics; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

- Nancy Gustafson (2014), Opera Advisor and Adjuvant Artist-in-Residence, Voice; B.A., Mount Holyoke College; M.M., Northwestern University
- Matthew J. Herman (2010), Adjunct Associate Professor; Theory and Composition; B.M., The College of Wooster; M.M., Bowling Green State University; D.M.A., Temple University
- Luis Hernandez (2014), Adjunct Lecturer; Saxophone; B.A., University of North Texas
- *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
- Leigh E. Jenks (2013), Adjunct Instructor; Music Therapy; B.M., M.M.T., Shenandoah University
- Jason Kaufman (2013), Adjunct Assistant Professor; Theatre; B.A., Miami University; M.F.A., Harvard University
- *Stephen Key (2012), Adjunct Assistant Professor; Oboe; Performance Diploma, Oberlin Conservatory of Music
- Bronwen Mary Landless (2014), Adjunct Instructor; Music Therapy; B.M.T., M.M.T., Shenandoah University
- *Wendy DeLeo LeBorgne (2008), Adjunct Associate Professor; Vocal Pedagogy; B.F.A., Shenandoah University; M.A., Ph.D., University of Cincinnati
- Linda Leonard (2005), Adjunct Assistant Professor; Music Education; B.M., Rowan University; M.M., Shenandoah University
- *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
- Joseph Lovinsky (2012), Adjunct Associate Professor; French Horn; Artist Diploma, The Julliard School
- Michael J. Maher (2003), Auxiliary Adjunct Assistant Professor; Theory and Jazz Piano; M.A., Rollins College; B.M., M.M., Oberlin Conservatory of Music
- Edward J. Mann, IV (2011), Adjunct Instructor; Guitar; B.A., Rowan University; M.M., Shenandoah University
- Candice E. Mowbray (2007), Adjunct Assistant Professor; Guitar; A.A., Hagerstown Community College; B.A., Shepherd University; M.M., D.M.A., Shenandoah University
- Amy L. Murray (2007), Adjunct Assistant Professor; Voice; B.M.E. James Madison University; M.M. Indiana University; D.M.A., Shenandoah University
- Matthew F. Niess (1991), Adjunct Associate Professor; Jazz Trombone; B.S., West Chester University; M.M., George Mason University
- Shanti Nolan (2013), Adjunct Associate Professor; Music; B.M., Stetson University; M.M., D.M.A., University of Minnesota
- Christopher Ruth (2012), Auxiliary Adjunct Assistant Professor; Music History; B.F.A., Carnegie Mellon University; M.A., Ph.D., University of Pittsburgh
- 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
- Charles L. Seipp (2013), Adjunct Associate Professor; Trumpet; B.M.E., University of Kansas; M.M.A., D.M.A., Catholic University of America
- Daniel B. Shores (2003), Adjunct Assistant Professor; Music Production and Recording Technology; B.M., Shenandoah University
- J. Michael Sokol (2010), Adjunct Instructor; Music Production and Recording Technology; A.A., Hagerstown Community College
- Bridgett Stuckey (2008), Adjunct Associate Professor; Harp; B.S., Ball State University
- Robert Thieme (2013), Adjunct Professor; Voice; B.M., M.M., West Virginia 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
- Richard Whitehead (1987), Adjunct Assistant Professor; Jazz Guitar; B.A., University of Mia
- Alphonso Young (1994), Adjunct Assistant Professor; Jazz Percussion; B.M., Shenandoah University; M.M., University of Miami

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

Academic Leadership

^*Calvin H. Allen, Jr. (2002), Associate Vice President for Academic Affairs, Dean of the College of Arts & Sciences, Director of the School of Education and Human Development, and Professor, History; B.A., University of Pittsburgh; M.A., Ph.D., University of Washington

Full-time Faculty

*Mary S. Bowser (1989), Director of Teacher Licensure and 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, Leadership; 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., 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), Assistant Professor, Leadership; A.B., Fairmont State College; Certificate of Advanced Study, College of William and Mary; M.S., West Virginia University; Ed.D., Shenandoah 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), Associate Professor, Leadership; B.A., Middlebury College; Ed.M., Harvard Graduate School of Education; Ph.D., Vanderbilt University

*Karen Huff Stewart (1981), Director, Children's Literature Program and Professor, Curriculum and Instruction; B.A., Shepherd College; M.Ed., Ed.D., University of Virginia

Part-time Faculty

Osborne Abbey (2014), Adjunct Assistant Professor, Education; B.A., Waynesburg College; M.Ed., Ed.D., Columbia University

Barbara Agregaard (1991), Adjunct Associate Professor, Education; A.S., Lord Fairfax Community College; B.S., Shenandoah University; M.S., Marymount University

James F. Angelo (2009), Adjunct Associate Professor, Education; B.S., Edinboro University of Pennsylvania; M.Ed., Ed.D., The George Washington University

Annette M. Asfaw (2010), Adjunct Assistant Professor, Education Outreach; B.A., M.A., University of Northern Colorado; Ph.D., University of Kansas

C. Yvonne Balfour (2010), Adjunct Associate Professor, Education Outreach; B.S., Bowling Green State University; M.S., James Madison University; Ph.D., George Mason University

Clark E. Bowers (2006), Adjunct Assistant Professor, Education; B.M.Ed., James Madison University; M.Ed., Ed.D., Shenandoah University

Tiffany L. Brocious (2008), Adjunct Associate Professor, Education; B.S., Edinboro University of Pennsylvania; M.Ed., James Madison University; M.Ed., George Mason University; Ed.D., Shenandoah University

Nancy K. Bryant (2013), Adjunct Assistant Professor, Education; B.A., College of William and Mary; M.S., Ed.D., Shenandoah University

Melinda Burchard (2011), 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
- Jackie Busch (2003), Adjunct Associate Professor; Education; B.A., Florida State University; M.S., Ph.D., Virginia Commonwealth University
- Barbara J. Chilson (2006), Adjunct Associate Professor; Education; B.A., University of La Verne; M.Ed., Ed.D., University of Nevada
- Dixie S. Davis (2013), Adjunct Assistant Professor; Education Outreach; A.S., Blue Ridge Community College; B.S., M.Ed., James Madison University; D.Ed., Nova Southeastern University
- Christyn N. Everly (2013), Adjunct Instructor; Education; B.S., University of Delaware; M.Ed., George Mason University
- Caroline Fuhrman (2012), Adjunct Instructor; Education; B.A., M.S., University of Wisconsin - Milwaukee
- Ann K. Gaynor (2011), Adjunct Instructor; Education; B.S., Virginia Commonwealth University; M.A., University of Virginia
- Paul W. Glass (2003), Adjunct Associate Professor; Education; B.S., California State University; M.S., Ph.D., Virginia Polytechnic Institute and State University
- Judith P. Greathouse (2010), Adjunct Assistant Professor; Education; B.S., Radford College; M.A.Ed., Virginia Polytechnic Institute and State University; Ed.D., Shenandoah University
- Anne (Penny) Hagerty (2009), Adjunct Instructor; Education; B.S., Clarion University; M.Ed., James Madison University
- *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 Outreach; B.A., Southeastern College; M.A., University of Virginia; Ed.D., Walden University
- Sheila L. Huckestein (2006), Adjunct Assistant Professor; Education; B.A., The University of North Carolina at Wilmington; M.Ed., George Mason University; D.Ed., Shenandoah University
- Jeffrey C. Jackson (2013), Adjunct Assistant Professor; Education; B.S., M.S., Old Dominion University; D.Ed., College of William and Mary
- Brenda B. Jones (2013), Adjunct Instructor; Education; B.A., Shepherd University; M.S. Education, M.S. Education Administration, Shenandoah University
- Datta Kaur Khalsa (2007), Adjunct Associate Professor; Education; B.S., Edinboro State University; M.S.Ed., California State University East Bay; Ph.D., University of Maryland
- Kevin E. King (2011), Adjunct Assistant Professor; Education; B.S., University of Delaware; M.Ed., Ed.D., Wilmington University
- Erin K.B. Kirkland (2013), Adjunct Assistant Professor; Education Outreach; B.A., Washington & Jefferson College; M.S., Loyola College; Ed.S., James Madison University; Ph.D., George Mason University
- Buffie M. Kulton (2007), Adjunct Associate 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
- Nancy Lee (2012), Adjunct Assistant Professor; Education; B.A., St. Joseph College; M.Ed., University of Virginia; D.Ed., Shenandoah University
- Jeffrey Leone (2012), Adjunct Associate Professor; Education Outreach; B.A., University of Maryland; M.A., Ed.D., The George Washington University
- Brenda Jett Lewis (2012), Adjunct Instructor; Education; B.A., Virginia State University; M.Ed., George Mason 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 Polytechnic Institute and State University; D.Ed., Shenandoah University
- Teresa S. Masiello (2013), Adjunct Assistant Professor; Education Outreach; B.S., George Mason University; M.S., Ed.D., Shenandoah University
- Paula Garcia McAllister (2007), Adjunct Associate Professor; Education; B.A., University of Michigan; M.A., Northeastern Illinois University; Ph.D., Northern Arizona University

- Barbara McGonagill (2013), Adjunct Assistant Professor; Education Outreach; B.A., M.E., University of West Florida; Ed.D., University of Virginia
- Virginia Minshew (2014), Adjunct Assistant Professor; Education; B.A., Lenoir Rhyne College; M.E., George Mason University; Ed.D., University of Virginia
- Patricia Nelson (2011), Adjunct Assistant Professor; Education; Administration and Supervision Certificate, University of Virginia; B.S., Northeastern Bible College; M.S., Long Island University; Ph.D., Walden University
- Vicki A. Petrosky (2010), Adjunct Assistant Professor; Education; B.A., West Chester University; M.A., Connecticut College
- =Richard J. Pierce (2011), Adjunct Assistant Professor; Education; B.A., Southern Methodist University; M.E., Ed.D., Texas A&M University
- Jeremy Raley (2014), Adjunct Assistant Professor; Education; B.S., University of Virginia; M.S., Ed.D., Shenandoah University
- Silvia Restivo (2012), Adjunct Assistant Professor; Education; B.S., Old Dominion University; M.A., West Virginia University; D.Prof., Shenandoah University
- B. Lynnette Smith (2004), Adjunct Associate Professor; Education Outreach; B.S., A. & T. State University; M.S., Arcadia University; Ed.D., Nova Southeastern 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
- Robert B. Wever, Jr. (2011), Adjunct Instructor; Education; B.S., University of Miami (FL); M.S., George Mason University
- Cynthia M. Whittle (2011), Adjunct Instructor; Education; B.S., James Madison University; M.S., Shenandoah University
- Mary F. Wright (2013), Adjunct Instructor; Education; B.A., Stratford College; M.S. (Administration and Leadership), M.S. Curriculum Development and Instruction in Health and Physical Education), M.S. (Supervision and Physical Education), Virginia Polytechnic Institute and State University

SCHOOL OF HEALTH PROFESSIONS

Academic Leadership

*Timothy E. Ford (2014), Dean of the School of Health Professions and Professor; B.S., Sussex University (U.K.); Ph.D., University of Wales, Bangor (U.K.)

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

Denise Massie (2009), Assistant Professor; Athletic Training; B.S., West Virginia University; B.S., Atlantic Christian College; M.S.Ed., Old Dominion University; D.P.T., University of South Alabama

Kimberly Pritchard (2013), Assistant Professor; Athletic Training; B.S., University of Toledo; M.Ed., Ph.D., University of Virginia

Part-time Faculty

Jan Dommerholt (2012), Adjunct Instructor; Athletic Training; M.S., Lynn University; D.P.T., University of St. Augustine

Katherine L. Ewalt (2012), Adjunct Instructor; Athletic Training; B.A., Gustavus Adolphus College; M.S., Indiana University

Jennifer M. Gamboa (2012), Adjunct Instructor; Athletic Training; B.A., M.A., Smith College; D.P.T., Shenandoah University

*John D. Hunt (2007), Assistant Professor; Physical Therapy; B.S., Ferrum College; M.S., D.P.T., Shenandoah University

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

James Larson (2012), Adjunct Assistant Professor; Athletic Training; B.S., Pennsylvania State University; M.D., University of Pittsburgh Medical School

Jessica E. Myers (2009), Adjunct Instructor; Athletic Training; B.S., M.Ed., University of Virginia

Lisa D. Shoaf (2011), Adjunct Assistant Professor; Athletic Training; B.S., Ph.D., D.P.T., Virginia Commonwealth University; M.S., James Madison University

DIVISION OF OCCUPATIONAL THERAPY

Academic Leadership

*Leslie B. Davidson, (1999), Director and Associate Professor; Occupational Therapy; B.A., Indiana University; M.A., New York University; M.S.Ed., Johns Hopkins University; Ph.D., Virginia Polytechnic Institute and State University

*Kathryn K. Levit (2010), Assistant Division Director and Assistant Professor; Occupational Therapy; B.G.S., University of Michigan; B.S., Wayne State University; M.A., Ph.D., George Mason University

Cathy F. Shanholtz (2012), Director of Clinical Education and Experiential Learning and Assistant Professor; Occupational Therapy; B.S., M.Ed., Pennsylvania State University

Full-time Faculty

Barbara Chandler (2013), Associate Professor; Occupational Therapy; B.A., University of Tennessee; M.O.T., Western Michigan University; Ph.D., Toronto University International

Susan D. Krutis (2013), Assistant Professor; Occupational Therapy; B.S., Virginia Commonwealth University; M.S.Ed., Johns Hopkins University; Sc.D., Towson University

Alicia Lutman (2010), Assistant Professor; Occupational Therapy; B.S., Concordia College; M.S.O.T., Shenandoah University; OTD, University of St. Augustine

Bonnie R.W. Riley (2014), Assistant Professor; Occupational Therapy; B.S., Boston University; OTD, Virginia Commonwealth University

Part-time Faculty

Terin M. Langley (2011), Adjunct Assistant Professor; Occupational Therapy; A.S., Allegany College of Maryland; M.S., Shenandoah University

Autumn W. O'Hara (2012), Adjunct Assistant Professor; Occupational Therapy; B.S., Virginia Polytechnic Institute and State University; M.S., Shenandoah University

Susan Snell (2012), Adjunct Assistant Professor; Occupational Therapy; M.S., Shenandoah University

DIVISION OF PHYSICAL THERAPY

Academic Leadership

*Karen Abraham-Justice (2001), Director and Associate Professor, Physical Therapy; B.S., University of Maryland at Baltimore; Ph.D., East Carolina University

*Sheri A. Allen (2004), Associate Director and Associate Professor, Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

*Ruth M. Maher (2013), Associate Director and Associate Professor, Physical Therapy; B.S., M.P.T., Georgia State University; D.P.T., Simmons College; Ph.D., University College

Full-time Faculty

*Megan R. Bureau (2013), Assistant Professor, Physical Therapy; B.S., James Madison University; D.P.T., Shenandoah University

*Andrea Fergus (2002), Associate Professor, Physical Therapy; B.S., University of Vermont; Ph.D., University of Virginia

*Sheri Hale (2004), Associate Professor, Physical Therapy; B.S., Pennsylvania State University; M.P.T., University of Pittsburgh; Ph.D., Pennsylvania State University

Aaron J. Hartstein (2014), Assistant Professor, Physical Therapy; B.A., M.P.T., West Virginia University

Arthur J. Lievre (2014), Assistant Professor, Physical Therapy; B.S., University of Maryland; M.P.T., t-D.P.T., Shenandoah University

*Lisa W. McVey (2007), Associate Professor, Physical Therapy, B.S., Radford University; M.P.T., D.P.T., Shenandoah University

*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

*Thomas T. Turner (2006), Assistant Professor, Physical Therapy; B.S., Old Dominion University; M.S., Ph.D., PT, Virginia Commonwealth University

*Melissa Wolff-Burke (1998), Associate Professor, Physical Therapy; B.S., University of Vermont; M.S., Massachusetts General Hospital Institute of Health Professions; Ed.D., University of Tennessee-Knoxville

Part-time Faculty

Mark G. Bowden (2007), Adjunct Associate Professor, Physical Therapy; B.S., M.S., Duke University; Ph.D. in progress, University of Florida

Robert E. Duvall (2005), Adjunct Assistant Professor, Physical Therapy; B.A., Western Maryland College; M.M.Sc., Emory University; D.H.Sc., University of St. Augustine

Kevin Forrer (2008), Adjunct Assistant Professor, Physical Therapy; B.S., Pennsylvania State University; D.P.T., Shenandoah University

Matthew Garber (2005), Adjunct Instructor, Physical Therapy; B.S., Bridgewater College; M.P.T., U.S., Army-Baylor University; D.Sc., Baylor University

Earl Larry Grine, Jr. (2004), Adjunct Instructor, Physical Therapy; B.A., Millersville University; M.S., University of Miami

*Aaron Hartstein (2014), Assistant Professor, Physical Therapy; M.P.T., West Virginia University

Janine Hatch (2011), Adjunct Assistant Professor, Physical Therapy; A.S., B.S., Mercy College; B.S., New York University; M.S., D.P.T., MGH Institute of Health Professions

Edmund M. Kosmahl (2005), Adjunct Assistant Professor, Physical Therapy; B.S., M.S., Temple University; Ed.D., Nova Southeastern University

Kelly M. McGaughey (2012), Adjunct Assistant Professor, Physical Therapy; B.S., Virginia Polytechnic Institute and State University; D.P.T., Shenandoah University

Jamie Miner (2012), Adjunct Assistant Professor, Physical Therapy; B.S. University of North Carolina at Chapel Hill; D.P.T., Shenandoah University

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

Victor Vaughan (2013), Adjunct Assistant Professor, Physical Therapy; B.S., University of Vermont; M.S., University of Massachusetts – Amherst; D.P.T., Sacred Heart University

DIVISION OF PHYSICIAN ASSISTANT STUDIES

Academic Leadership

*Rachel A. Carlson (2002), Director and Associate Professor; Physician Assistant Studies; B.S., The Pennsylvania State University; M.S., University of Toledo; Ed.D., Nova Southeastern University

J. Leocadia Conlon (2013), Assistant Director of Northern Virginia Campus and Assistant Professor; Physician Assistant Studies; B.S., D'Youville College; M.P.H., Johns Hopkins University

*Natalie Nyren (2012), Director of Clinical Education and Assistant Professor; Physician Assistant Studies; B.S., George Mason University; M.S., Shenandoah University

*Anne E. Schempp (2009), Director of Didactic Education/Academic Coordinator and Assistant Professor; Physician Assistant Studies; B.S., M.S., Saint Francis University

Full-time Faculty

*Camilla Hollen (2013), Assistant Professor; Physician Assistant Studies; B.S., M.S., Wake Forest University

*Ariel S. McGarry (2014), Assistant Professor; Physician Assistant Studies; B.S., State University of New York; M.S., Le Moyne College

Part-time Faculty

Richard J. Beargie (2013), Adjunct Assistant Professor; Physician Assistant Studies; B.S., John Carroll University; M.S., M.D., Loyola University

Andrea M. Burgoyne (2012), Instructional Assistant, Physician Assistant Studies; B.A., Boston College; M.S., UMDNJ and Rutgers University

Suzanne M. Gongloff (2009), Instructional Assistant, Physician Assistant Studies; B.S., M.S., Saint Francis University

Karen Graham (2013), Adjunct Assistant Professor; Physician Assistant Studies; B.S., Pensacola Christian College; M.P.A.S., University of Iowa; Ph.D., University of Toledo

Jaime L. Jones (2010), Adjunct Assistant Professor; Physician Assistant Studies; B.S., Georgetown University; M.S., Shenandoah University

Marie-Michele Leger (2013), Adjunct Assistant Professor; Physician Assistant Studies; A.A., Montgomery College; B.S., M.P.H., George Washington University

*Anthony A. Miller (2000), Distinguished Professor; Physician Assistant Studies; A.A.S., Cuyahoga Community College; B.S., University of Akron; M.Ed., Cleveland State University

*Philip O'Donnell (2010), Medical Director and Adjunct Clinical Associate Professor; Physician Assistant Studies; B.A., University of Virginia; M.D., Medical College of Virginia

ELEANOR WADE CUSTER SCHOOL OF NURSING

Academic Leadership

*Kathryn Ganske (1994), Dean and Professor; Nursing; B.S.N., Indiana University; M.A., University of Virginia; M.S.N., George Mason University; Ph.D., University of Virginia

*Pamela R. Cangelosi (2012), Associate Dean of Academics and Associate Professor; Nursing; A.S.N., B.S.N., Shenandoah University; M.S.N., Marymount University; Ph.D., George Mason University

*Patricia A. Connor Ballard (2011), Assistant Dean of Nursing for the Northern Virginia Campus and Assistant Professor; Nursing; B.S.N., Saint Anselm College; M.S.N., Ph.D., University of Virginia

*Marian Newton (1996), Assistant Dean for Advising, Retention and Progression, Director of the Psychiatric Mental Health Nurse Practitioner Program and Professor; Nursing; B.S.N., M.S.N., University of Florida; Ph.D., University of Nebraska Medical Center

*Janice Smith (1987), Associate Dean of Student Affairs and Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., George Mason University; Ph.D., The Catholic University of America

Full-time Faculty

Francie S. Bernier (2009), Assistant Professor; Nursing; B.S.N., M.S.N., University of Phoenix; Ph.D., University of Virginia

Cheryl Blanche (2007), Assistant Professor; Nursing; B.S.N., M.S.N., Old Dominion University; D.N.P., Shenandoah University

*Ginger K. Breedlove (2010), Professor; Nursing; B.S.N., Washburn University; Certificate Midwifery, Medical University of Charleston; M.S.N., Case Western Reserve University; Ph.D., University of Missouri

Amy M. Brown (2011), Assistant Professor; Nursing; B.S., Shenandoah University; B.S.N., Shenandoah University; M.S.N., American Sentinel University

Gretchen L. Burks (2005), Assistant Professor; Nursing; B.S.N., Shepherd University; A.S.N., M.S.N., Shenandoah University

Elizabeth Courts (1994), Assistant Professor; Nursing; B.S.N., University of Virginia; M.S.N., Medical College of Virginia of Virginia Commonwealth University; D.N.P., Shenandoah University

Mary A. Dorsey (2014), Assistant Professor; Nursing; A.S.N., J. Sargeant Reynolds Community College; B.S.N., Virginia Commonwealth University; M.S.N., Old Dominion University

Kathleen Eid-Heberle (2012), Assistant Professor; Nursing; B.S.N., University of Scranton; M.S.N., University of North Carolina at Charlotte

*Juliana Van Olpen Fehr (1996), Director of Nurse-Midwifery Program and Professor; Midwifery; B.S., Virginia Commonwealth University; B.S.N., University of Virginia; M.S., Georgetown University; Ph.D., George Mason University

Barbara Frechette (2009), Assistant Professor; Nursing; L.P.N., Shepard-Gill School of Massachusetts General Hospital; A.D.N., Northern Essex Community College; B.S.N., Eastern New Mexico University; M.S.N., University of New Mexico; D.N.P., Shenandoah University

Karen Gonzol (2005), Assistant Professor; Nursing; B.S.N., Eastern Mennonite University; M.S.N., Villanova University

Laurie Hudson (2008), Assistant Professor; Nursing; B.S.N., FNP; M.S.N., University of Virginia; FNP-C, Virginia (ANCC)

Brenda Johnston (2013), Assistant Professor; Nursing; A.S.N., B.S.N., M.S.N., PMHNP, Shenandoah University

Lorena Jung (2013), Assistant Professor; Nursing; B.S.N., M.S.N., University of Virginia; Ph.D., George Mason University

*Patricia B. Krauskopf (1998), Helen Zebarth Chair in Nursing, Director of the Family Nurse Practitioner Program and Professor; Nursing; B.S.N., West Virginia Wesleyan; M.S.N. F.N.P., University of Colorado; Ph.D., University of Virginia

Rosalie D. Lewis (2004), Assistant Professor; Nursing; B.S.N., University of Virginia; M.S., Golden Gate University; M.S.N., Shenandoah University

*Jennifer Matthews (1994), Adjuvant Adjunct Professor; Nursing; B.S.N., M.S.N., Medical College of Virginia/Virginia Commonwealth University; M.S., Troy State University; Ph.D., George Mason University

Helen Mautner (2004), Assistant Professor; Nursing; B.S.N., University of Phoenix; M.S.N., California State University

Roberta McCauley (2012), Assistant Professor; Nursing; A.S.N., Allegany Community College; B.S.N., M.S.N., D.N.P., Shenandoah University

- *Martha Morrow (1980), Associate Professor; Nursing; R.N., Diploma, St. Joseph's Hospital School of Nursing; B.S.N., State University of New York; M.S.N., Ph.D., George Mason University
- Christine P. Newby (2008), Assistant Professor; Nursing; B.S.N., Medical College of Virginia; M.S.N., George Mason University
- Naomi Pitcock (2012), Assistant Professor; Nursing; B.S.N., Old Dominion University; M.S.N., D.N.P., University of Virginia
- Sohayla Raja (2005), Assistant Professor; Nursing; A.A., Anne Arundel Community College; B.A., School of Higher Learning for Persian Literature and Foreign Languages (Iran); B.S.N., University of Maryland; M.A., Johns Hopkins University; M.S.N., University of Phoenix
- Sherry Rawls-Bryce (2003), Assistant Professor; Nursing; B.S.N., East Carolina University; M.S.N., University of Arizona
- Freda Sutton (2008), Assistant Professor; Nursing; B.S.N., Duke University School of Nursing; M.S.N., University of Hawaii at Manoa
- Jessica Webb (2008), Assistant Professor; Nursing; A.S.N., B.S.N., Marymount University; M.S.N., Old Dominion University
- *Pamela B. Webber (1978), Professor; Nursing; A.S., Shenandoah University; B.S.N., M.S.N., Ph.D., George Mason University
- Judith C. Wika (2013), Assistant Professor; Nurse Midwifery; B.S.N., Sacramento State College; M.S.N., University of Kentucky

Part-time Faculty

- Nadia S. Ali (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Aha Khan University Hospital (McMaster University, Canada); M.S.N., George Mason University
- Diana Atkins (2011), Adjunct Clinical Instructor; Nursing; A.S.N., Northern Virginia Community College; B.S.N., M.S.N., George Mason University
- Melissa Bates (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University
- Rebecca Bates (2011), Adjunct Clinical Instructor; Nursing; B.A., Wittenberg University; B.S.N., University of Oklahoma; M.S.N., Saint Louis University
- Nicole Beck (2013), Adjunct Clinical Instructor; Nursing; A.D.N., College of Southern Maryland; B.S.N., American Sentinel University
- Blair S. Belkin (2005), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Jacqueline Bennett (2010), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd University; M.S.N., Shenandoah University
- Cara G. Bland (2013), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; B.S.N., M.S.N., Shenandoah University
- Judy V. Brady (2014), Adjunct Clinical Instructor; Nursing; A.A.S., Monroe Community College; B.S.N., Nazareth College; M.P.A., State University of New York
- Yvonne J. Braithwaite (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Shepherd College; M.S., in progress, Shenandoah University
- Helene Brierley (2007), Adjunct Clinical Instructor; Nursing; Diploma; Temple University; A.A., Northern Virginia Community College; M.S.N., George Mason University
- Jan R. Butcher (2009), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., University of Virginia
- 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
- Imelda L. Cojo (2010), Adjunct Clinical Instructor; Nursing; B.S., Divine World University Philippines; B.S.N., M.S.N., Shenandoah University; D.M., Cebu Institute of Medicine Philippines
- Freddie Coleman (2011), Adjunct Clinical Instructor; Nursing; Certified Nursing Assistant, Northern Virginia Community College; L.P.N., Alexandria Hospital School of Practical Nursing; B.S.N., M.S.N., George Mason University
- Leona F. Cook (2007), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., Shepherd College; M.S.N./F.N.P., West Virginia University

- 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., George Mason University
- Lisa M. Darsh (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Lynchburg College; M.S.N., George Mason University
- Patricia Dei Tos (2013), Adjunct Clinical Instructor; Nursing; B.A., Monmouth College; B.S.N., Rush University; M.S.N., DePaul University
- Maureen Desena (2013), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., George Mason University
- Teresa Kay Dienst (2013), Adjunct Clinical Instructor; Nursing; A.S.N., Shenandoah University; B.S.N., Mountain State University; M.S.N., in progress, Walden University
- Carol Gavin (2009), Adjunct Clinical Instructor; Nursing; B.S.N., Shenandoah University; M.S.N., M.N.E., George Mason University
- Laura F. Geisen (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Radford 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
- Amanda J. Golino (2014), Adjunct Clinical Instructor; Nursing; B.A., George Washington University; B.S.N., Shenandoah University; M.S.N., Liberty 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; D.N.P., Shenandoah University
- Adrienne Goodnight (2013), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University; M.S.N., Shenandoah University
- Jollibyrd M. Gusto (2011), Adjunct Clinical Instructor; Nursing; B.S.N., M.A.N.U., Mariano Marcos State University
- Kathy Howey (2011), Adjunct Clinical Instructor; Nursing; A.D.N., Shenandoah University; M.S.N., Nursing Education Certificate, George Mason University
- Deborah Hunsucker (2014), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., Shepherd University
- 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, George Mason University
- Karen F. Kellison (2013), Adjunct Assistant Professor; Midwifery; B.A., M.Ed., Virginia Commonwealth University; Ed.D., University of Virginia
- Lisa M. Levinson (2005), Adjunct Clinical Instructor; Nursing; B.S.N., Indiana University of Pennsylvania; M.S.N., University of Pennsylvania
- Judith A. Lewis (2014), Adjunct Clinical Instructor; Nursing; A.B., Ph.D., Brandeis University; B.S.N., Boston University; M.S.N., University of California at San Francisco
- Sarah McDonald (2012), Adjunct Clinical Instructor; Nursing; B.A., University of Maryland at College Park; B.S.N., The John Hopkins University; M.A., Duke University; M.S.N., Georgetown University
- Edythe McGoff (1996), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University
- Shirley S. Montesclaros (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Divine Word University; M.S.N., Shenandoah University
- Shayne Morris (2012), Adjunct Clinical Instructor; Nursing; A.D.N., M.S.N., M.B.A., Kent State University; B.S.N., Youngstown State University
- Dana Morrison (2014), Adjunct Clinical Instructor; Nursing; A.D.N., Shenandoah University; B.S.N., George Mason University; M.S.N., Walden University
- Tina J. Myer (2009), Adjunct Clinical Instructor; Nursing; A.S.N., Shenandoah University; B.S.N., Old Dominion University; M.S.N., Walden University
- Rebecca A. Myers (2011), Adjunct Clinical Instructor; Nursing; B.S.N., M.S.N., Shenandoah University
- Christine A. Newcomer (2006), Adjunct Clinical Instructor; Nursing; B.S.N., Pennsylvania State University; M.S.N., Duquesne University; D.N.P., University of Virginia
- Patrick G. Northcraft (2006), Adjunct Clinical Instructor; Nursing; L.P.N., Dowell J. Howard; A.S.N., B.S.N., M.S.N., Shenandoah University
- Bonnie J. Parker (2014), Adjunct Clinical Instructor; Nursing; M.S.N., University of Texas at Arlington; D.N.P., Marymount University
- Kerry A. Peterson (2009), Adjunct Clinical Instructor; Nursing; B.A., University of Colorado; B.S.N., M.S.N., D.N.P., Shenandoah University; Ph.D. in progress, Johns Hopkins University

- Jennifer R. Pifer (2008), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; M.S.N., Shenandoah University
- Patricia Prahlad (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Misericordia University; M.S.N., Shenandoah University
- Margaret Riden (2013), Adjunct Clinical Instructor; Nursing; A.A.S., Marymount College of Virginia; B.S.N., University of Maryland; M.S.N., Walden University
- Theresa Rispoli (2013), Adjunct Clinical Instructor; Nursing; Certified Nursing Midwifery, Northern District College; B.S.N., Fairleigh Dickinson University
- Stephanie N. Robbins (2012), Adjunct Clinical Instructor; Nursing; A.A.S., Tidewater Community College; B.S.N., M.S.N., Shenandoah University
- Charlene M. Rozich (2012), Adjunct Clinical Instructor; Nursing; B.S.N., York College of Pennsylvania; M.S.N., Shenandoah University
- Azman Sabet (2013), Adjunct Clinical Instructor; Nursing; A.D.N., Lord Fairfax Community College; M.S.N., George Mason University
- Catherine M. Salam (2011), Adjunct Assistant Professor; Nursing; A.A., Anne Arundel Community College; B.S.N., University of Maryland; M.S., Georgetown University
- Sherlyn Shaughnessy (1984), Adjunct Clinical Instructor; Nursing; A.S.N., B.S.N., M.B.A., Shenandoah University; M.S.N., University of Virginia
- Linda Sibert (2014), Adjunct Clinical Instructor; Nursing; B.S.N., Gustavus Adolphus College; M.S.N., York College of Pennsylvania
- Pamela Storrs (2014), Adjunct Clinical Instructor; Nursing; B.S.N., George Mason University; M.S.N., Walden University
- Selena H. Truban (2005), Adjunct Clinical Instructor; Nursing; B.S.N., James Madison University; M.S.N., University of Virginia
- Diane Walker (2012), Adjunct Clinical Instructor; Nursing; B.S.N., Winona State University; M.S.N., University of Virginia
- Teresa A. Wenner (2014), Adjunct Clinical Instructor; Nursing; A.S.N., Shepherd College; B.S.N., in progress, Chamberlain College of Nursing
- Erika D. Whetzel (2013), Adjunct Clinical Instructor; Nursing; B.S.N., Clayton College and State University; M.S.N., Monmouth University
- LaDonna Williams (2011), Adjunct Clinical Instructor; Nursing; A.A.S., Clovis Community College; B.S., Old University; A.S.N., Lord Fairfax Community College; M.S.N. in progress, Walden University
- Helen Zebarth (1979), Adjunct Assistant Professor; Nursing; B.S., South Dakota State University; M.Ed., Boston University
- Lisa M. Zerull (2008), Adjunct Clinical Instructor; Nursing; B.S.N., Ohio State University; M.S.N., George Mason University; Ph.D., University of Virginia

DIVISION OF RESPIRATORY CARE

Academic Leadership

- Beverly Watson (2009), Director and Assistant Professor; Respiratory Care; B.S., Kent State University; A.A.S., Northern Virginia Community College; M.S., Capella University; Ed.D. in progress, Northcentral University
- Stephanie U. Cross (2010), Director of Clinical Education and Assistant Professor; Respiratory Care; A.S., B.S., Shenandoah University; M.S., Old Dominion University

Full-time Faculty

- Melissa M. Carroll (2013), Assistant Professor; Respiratory Care; B.S., Shenandoah University

Part-time Faculty

- Christina B. Hall (2007), Adjunct Assistant Professor; Respiratory Care; B.S., York College of Pennsylvania; MS., University of Maryland
- Thomas Murphy (1998), Medical Director and Adjunct Associate Professor; Respiratory Care; B.A., B.S., Virginia Polytechnic Institute and State University, M.D., Eastern Virginia Medical School

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
- *James S. Green (2006), Assistant Dean for the Ashburn Campus and Associate Professor; Pharmacogenomics; B.S., United States Naval Academy; M.S.Ed., Old Dominion University; M.B.A., Pharm. D., Shenandoah University
- *Arthur F. Harralson (2002), Associate Dean for Research and Professor; Pharmacogenomics; B.A., California State University; Pharm.D., University of California
- Douglas A. Lipton (2012), Assistant Dean for Student Affairs and Assistant Professor; Pharmacy Practice; B.S., Virginia Commonwealth University; J.D., The College of William and Mary
- *Penny S. Shelton (2013), Associate Dean for Academic Affairs and Professor; Pharmacy Practice; A.D., Forsyth Technical Community College; Pharm.D., Campbell University
- *Teresa A. Schweiger (2014), Assistant Dean for Assessment and Associate Professor; Pharmacy Practice; B.S., Pharm.D., University of Maryland

Full-time Faculty

- *Erin Adams (2004), Associate Professor; Pharmacogenomics; Pharm.D., Medical College of Virginia of Virginia Commonwealth University
- *Deepak Bhatia (2014), Assistant Professor; Pharmacogenomics; B. Pharm., Bangalore University (India); M.S., Ph.D., West Virginia University
- *Marcia L. Brackbill (2001), Professor; Pharmacy Practice; B.S., Pennsylvania State University; Pharm.D., Campbell University School of Pharmacy
- *Jennifer E. Bryant (2006), Associate Professor; Biopharmaceutical Sciences; B.S., Westminster College; Ph.D., Kent State University
- *Wendell L. Combest (1998), Professor; Biopharmaceutical Sciences; B.S., Southern Methodist University; M.S., Ph.D., University of Arizona
- *Amber Y. Darr (2014), Online Clinical Coordinator and Assistant Professor; Pharmacogenomics; Pharm.D., Shenandoah University
- *Thomas M. Ellington (1997), Associate Professor; Pharmacy Practice; B.S., East Tennessee State University; Pharm.D., Mercer University; M.A.Min., Nashotah House Theological Seminary
- *Teresa Elsobky (2014), Assistant Professor; Pharmacy Practice; Pharm.D., Massachusetts College of Pharmacy and Health Sciences
- Rebecca A. Falter (2011), Assistant Professor; Pharmacogenomics; Pharm.D., Shenandoah University
- Jeremy R. Fox (2009), Associate Professor; Pharmacy Practice; Pharm.D., Shenandoah University
- *Dawn E. Havrda (2003), Professor; Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University of Texas
- *Nina Hengen (2009), Associate Professor; Biopharmaceutical Sciences; M.D., University of Belgrade; Ph.D., University of Texas
- *Sarah Parnapy Jawaid (2005), Vice Chair of Pharmacy Practice and Associate Professor; Pharmacy Practice; Pharm.D., Albany College of Pharmacy
- *Mark S. Johnson (1999), Director of Postgraduate Education and Associate Professor; Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia of Virginia Commonwealth University
- *Robert Kidd (1998), Professor and Chair; Biopharmaceutical Sciences; B.S., University of Tennessee; Pharm.D., University of Tennessee Center for Health Sciences; Ph.D., The Ohio State University
- Jenny J. Kim (2011), Assistant Professor; Pharmacogenomics; Pharm.D., University of North Carolina at Chapel Hill
- Jamie R. Klucken (2012), Assistant Professor; Pharmacogenomics; B.A., George Fox University; M.B.A., Pharm.D., Idaho State University
- *Alla Marks (2004), Associate Professor; Pharmacy Practice; B.S., University of Florida; M.B.A., University of South Florida; Pharm.D., Shenandoah University
- *Kelly P. Masters (2004), Associate Professor; Pharmacy Practice; Pharm.D., Medical College of Virginia of Virginia Commonwealth University
- *David E. Matthews (2014), Assistant Professor; Pharmacy Practice; B.S., Xavier University; Pharm.D., The Ohio State University

Shahzad Movafagh (2011), Assistant Professor; Pharmacogenomics; B.S., University of Maryland; Pharm.D., University of California San Francisco; Ph.D., Georgetown University

Amanda Munson (2008), Associate Professor; Pharmacogenomics; B.S., University of Michigan; Ph.D., Georgetown University

*David Newton (1996), Professor; Biopharmaceutical Sciences; A.A., St. Petersburg Junior College; B.S., M.S., Ph.D., University of Florida

Tracey J. Nickola (2006), Associate 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

*Regina F. 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 L. Rager (2009), Online Curriculum Coordinator and Associate Professor; Pharmacy Practice; B.A., Queens University of Charlotte; Pharm.D., University of Maryland

*Craig Richard (2003), Associate Professor; Biopharmaceutical Sciences; B.S., University of Massachusetts-Amherst; M.S., Ph.D., Albany Medical College

*Douglas Smith (2000), Associate Professor; Pharmacy Practice; B.S., University of Pittsburgh; Pharm.D., University of Maryland

Jennifer L. Sorah (2014), Assistant Professor; Pharmacy Practice; Pharm.D., Samford University

Amber Wesner (2011), Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

Part-time Faculty

Margaret R. Benn (2013), Adjunct Assistant Professor; Pharmacy Practice; B.S., James Madison University; Pharm.D., University of Maryland

Fred Davis Chatelain (2005), Adjunct Clinical Assistant Professor; Pharmacy Practice; B.S., University of Texas; M.S., National-Louis University

Susan P. 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

Larissa L. Coyle (2013), Adjunct Assistant Professor; Pharmacy Practice; A.S., Frederick Community College; 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; Ph.D., University of California-San Francisco

Marjan Daneshmand (2013), Adjunct Assistant Professor; Pharmacogenomics; B.S., Howard University; Pharm.D., University of Colorado

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

Denise Glasser (1999), Adjunct Assistant Professor; Pharmacy Practice; B.A., William Jewell College; Pharm.D., University of Missouri

Adam B. Gold (2007), Adjunct Assistant Professor; Pharmacy Practice; B.S., Duquesne University

Lisa Hammond (2012), Adjunct Assistant Professor; Pharmacy Practice; A.D., Adirondack Community College; B.S., State University College at Oneonta; B.S., Massachusetts College of Pharmacy; Pharm.D., University of North Carolina at Chapel Hill

Gretchen L. Johnson (1997), Auxiliary Adjunct Assistant Professor; Pharmacy Practice; B.S., Pharm.D., Medical College of Virginia/Virginia Commonwealth University

Rhonda Koch (2005), Adjunct Associate Professor; Pharmacy Practice; B.A., Simpson College; B.S., Drake University

Sarah K. Long (2000), Adjunct Assistant Professor; Pharmacy Practice; B.A., University of Virginia; Pharm.D., Medical College of Virginia/Virginia Commonwealth University

Michael T. Madsen (2007), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., Shenandoah University

B. Todd Martin (2012), Adjunct Assistant Professor; Biopharmaceutical Sciences; A.A.S., New River Community College; B.S., East Tennessee State University; J.D., The University of Memphis; L.L.M., American University

Justin D. Miller (2010), Adjunct Instructor; Biopharmaceutical Sciences; A.A.S., Lord Fairfax Community College; Pharm.D., Shenandoah University

Christina Naumann-Mrizek (2012), Adjunct Assistant Professor; Pharmacy Practice; B.S., Iowa State University

Angela V. Ockerman (2010), Adjunct Assistant Professor; Pharmacy Practice; B.S., Butler University; Pharm.D., Shenandoah University

Katelyn M. Sanders (2012), Adjunct Assistant Professor; Pharmacy Practice; B.A., Goucher College; M.B.A., Pharm.D., Shenandoah University

*Renee Ahrens Thomas (2012), Adjunct Associate Professor; Pharmacy Practice; M.B.A., Pharm.D., Drake University

Hillary Wall (2000), Adjunct Assistant Professor; Pharmacy Practice; Pharm.D., University of California at San Francisco

Cynthia C. Winter (2001), Adjunct Instructor; Biopharmaceutical Sciences; B.S., M.A., Marshall University

Elizabeth J. Wren (2014), Adjunct Assistant Professor; Pharmacogenomics; Pharm.D., University of Kansas

UNIVERSITY LIBRARIES

Academic Leadership

Christopher A. Bean (1989), Director of University Libraries and Senior Librarian ; B.A., University of New Hampshire; M.L.S., University of Rhode Island; M.A., Virginia Polytechnic Institute and State University

Full-time Faculty

Stacy B. Baggett (2008), Librarian III and Electronic Resources Librarian; B.S., M.B.A., East Carolina University; M.L.S., North Carolina Central University

Denise A. Blake (2002), Librarian II and Health Sciences Librarian; B.S., Auburn University; M.L.S., The Catholic University of America; Ed.D., Shenandoah University

=Rosemary A. Green (1982), Senior Librarian and Graduate Programs Librarian; B.A., Virginia Polytechnic Institute and State University; M.S.L.S., University of North Carolina; Ph.D., Deakin University (Australia)

David L. McKinney (1999), Librarian II and Assistant Librarian for Public Services; B.A., Concord College; M.S.I.S., University of Tennessee

Megan Williams (1996), Librarian II and Assistant Librarian for Technical Services; B.S.N., University of Maryland; M.S.L.S., The Catholic University of America

Part-time Faculty

Lucinda Thomas (2000), Librarian I Reference Librarian; B.S., Shippensburg State College; M.S.L.S., Drexel University

FACULTY EMERITI

Frances Lapp Averitt (1973), Professor Emeritus, Flute; B.M., M.Ed., Auburn University; D.M., Florida State University
 William E. Averitt (1973), Professor Emeritus, Theory and Composition; B.M., Murray State University; M.M., D.M., Florida State University

John P. Balcer (1972), Professor Emeritus, English; A.B., Middlebury College; M.A., John Carroll University; Ph.D., Kent State University

Brandon H. Beck (1983), Professor Emeritus, History; B.A., Gettysburg College; M.A., University 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)

Donna Gullstrand (1977), Professor Emeritus, Voice; B.A., North Central College; M.M., University of Illinois at Urbana Champaign

John W. Happ (1972), Professor Emeritus, Chemistry; B.S., University of Maryland; Ph.D., University of Georgia

Ashley Hastings (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

Janette Ogg (1976), Professor Emeritus, Voice; A.B., Asbury College; M.M., University of North Carolina at Greensboro; D.M., Florida State University

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 Emeritus, Management and Health Care Administration; B.A., The Citadel; M.H.A., Baylor University; Ph.D., University of Iowa

Travis L. Sample (1990), Professor Emeritus, Public Administration; B.S., University of Houston; M.S., Southern Illinois University; M.P.A., D.P.A., University of Southern California

Jackson Sheats (1972), Professor Emeritus, Voice; B.A., Columbia College

Daris L. Small (1972) Professor Emeritus, Nursing; R.N., Kings Daughters Hospital; B.S., Shepherd College; M.S.N., Marymount University; M.S.Ed., Madison College; Ed.D., West Virginia University

Bruce C. Souders (1966), Professor Emeritus, Humanities and University Historian; B.A., Lebanon Valley College; M.Div., United Theological Seminary; M.A., Columbia University

Marion Sung (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

W. Randy Boxx (2004), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and George Edward Durell Professor Emeritus, Management; B.S., M.B.A., University of Southern Mississippi; Ph.D., University of Arkansas
Charlotte A. Collins (1958), Dean Emeritus of Shenandoah Conservatory and Professor Emeritus, Music Education; B.S., Bowling Green State University; M.B.A., Shenandoah University; M.M., Ed.D, University of Michigan
Stanley E. Harrison (1999), Dean Emeritus of the Harry F. Byrd, Jr. School of Business and Professor Emeritus, Business; B.E.E., Ohio State University; M.S., University of New Mexico; Doctor of Science (hon), Shenandoah University; Doctor of Humane Letters (hon), The Ohio State University

PRESIDENT EMERITUS

James A. Davis (1982), President Emeritus; A.A., Ferrum College; B.A., Randolph-Macon College; M.A., Virginia Polytechnic Institute & State University; Ph.D., Florida State University

2014-15 ACADEMIC CALENDAR

2014 FALL SEMESTER

August 15	Payment due for 2014 Fall
August 18-22	Faculty meetings
August 19	New Student Convocation at 4 p.m.
August 22	Last day to register to avoid late registration fee
August 25	Fall semester classes begin
September 1	Labor Day/Administrative offices closed Classes do not meet
September 2	Last day to drop or add a course
October 1	Last day to apply for December Degree Conferrals
October 13-14	Fall break/Administrative offices open Undergraduate classes do not meet Some graduate classes meet
October 14	Midterm grades due by 5 p.m.
October 27- November 18	Online registration for 2015 Spring semester classes
November 12	International Convocation (2 p.m. classes canceled)
November 25	Last day to withdraw from a semester course
November 26-28	Thanksgiving break for students Classes do not meet
November 27-28	Thanksgiving break/Administrative offices closed
December 8	Last day of semester classes
December 9-13	Semester examinations*
December 13	Semester ends/December Degree Conferrals
December 15	Payment due for 2015 Spring
December 14- January 8	Winter break for students Administrative offices open (unless noted)
December 24-26	Winter break/Administrative offices closed

*Summer Add/Drop Policy:

The last day to add or drop a course differs for summer term and is based on duration of meeting times. A student is entitled to a full refund on a course when it is dropped prior to the published drop date for the specific course.

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

Summer Withdrawal Policy:

A summer course withdrawal is based on the length of the course. For courses running less than two weeks, the withdrawal period is the first day of class and the following business day. For courses running longer than two weeks, a student is able to withdraw prior to the 60 percent point of course completion. Tuition is only prorated if a student withdraws from all summer courses in a term by the 60 percent point.

2015 SPRING SEMESTER

January 1	New Year's Day Administrative offices closed
January 9	Last day to register to avoid late registration fee
January 10	Spring semester classes begin
January 16	Last day to drop or add a course
January 19	Martin Luther King Day of Service Classes do not meet/Service of Remembrance TBA
March 1	Last day to apply for May Degree Conferrals
March 9-14	Spring break/Administrative offices open Classes do not meet
March 11	Midterm grades due by 5 p.m.
March 23- July 1	Online registration for 2015 Fall semester classes
April 3	Good Friday/Administrative offices closed Classes do not meet
April 20	Last day to withdraw from a semester course
April 30	Honorary Friday – Friday Class Schedule Meets Last day of semester classes
May 1	Apple Blossom/Administrative offices closed Classes do not meet
May 4-8	Semester examinations*
May 8	Semester ends/May Degree Conferrals
	Commencement rehearsal 2:30 to 4 p.m. for all graduating students participating in the commencement service
	Baccalaureate service at 7 p.m.
May 9	Hooding and pinning ceremonies 9 to 11 a.m., Commencement ceremony at 1:45 p.m.
May 11-15	Faculty Assessment Week

2015 SUMMER SESSIONS

March 23-April 17	Online registration for 2014 Summer semester classes (SU & S2)
May 10	Payment due for 2015/SU Summer 1 session Classes beginning prior to June 30
May 21	2015/SU Summer 1 begins
*See left	Last day to drop or add a Summer course
May 26	Memorial Day/Administrative offices closed Classes do not meet
June 15	Payment due for 2015/S2 Summer 2 classes Beginning on or after July 1
July 1	Last day to apply for August Degree Conferrals
July 3	Independence Day/Administrative offices closed Classes do not meet
July 6	2015/S2 Summer 2 session begins
August 14	Summer (SU & S2) classes end* August Degree Conferrals

*Grades are due three business days after final exams

Academic calendar is accurate as of catalog publication. The most current version is available at www.academics.su.edu/academics/academic-calendars/

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Center for International Programs (540) 542-6285

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Financial Aid (540) 665-4538

Hornet Central (540) 665-4514

Registrar's Office (540) 665-3499

Residence Life (540) 665-4611

Security (540) 678-4444

Student Accounts (540) 542-6519

Office of Student Life (540) 665-4862

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