



2019-20 Academic Catalog

Note: Southern Virginia University does not publish a print version of its Catalog. The following pages include all of the content provided in the online version, but it is displayed in alphabetical order and not grouped by subject matter. For a true representation of the Academic Catalog please visit <http://catalog.svu.edu/>.

Our mission is to prepare leader-servants in the workplace and the world, in the community and the church, and in the home. We serve faithful members of The Church of Jesus Christ of Latter-day Saints and welcome all who live our values. We accomplish our mission by providing the finest undergraduate education available in letters, arts, and sciences within a wholesome Latter-day Saint environment. Students, faculty, and staff at Southern Virginia University are committed to being academically or professionally accomplished, spiritually rooted, service-oriented, and self-reliant. We embody Southern Virginia's core values, which are scholarship, discipleship, accountability, enthusiasm, and refinement. Southern Virginia University seeks to establish a replicable self-sustaining model of higher education that can serve Latter-day Saints throughout the world.

The online catalog contains official descriptions of the academic policies and programs of Southern Virginia University. The university reserves the right to change programs of study, academic policies and procedures, the announced university calendar, and other matters described herein without prior notice, in accordance with established university policies. This catalog is descriptive and is not to be construed as a legal contract. Records of changes are on file and available for examination in the Provost's Office. Policies approved by the university's board of trustees are found in Board of Trustee Policy in the Administrative Policies and Procedures Manual. In the event of a conflict between this catalog and board policy, the board's policy prevails.

Submit questions or updates to registrar@svu.edu.

Academic Calendar & Exam Schedule

Fall Semester 2019

- Aug. 24** • New Student Orientation(Friday)
- Aug. 25** • On-line Fall Registration Closes at 11:50 p.m. (Sunday)
- Aug. 26** • Fall Semester Begins; First Day of Add/Drop (Monday)
- Sep. 02** • Labor Day Holiday; No Classes (Monday)
- Sep. 04** • Last Day of Add/Drop (Wednesday)
- Sep. 19** • Curricular Monday; Attend Your Monday Classes Today (Thurs.)
- Sep. 27** • Progress Reports Due from Faculty to the Registrar's Office (Fri.)
- Sep. 30** • December Graduation Applications due to Registrar's Office (Mon.)
- Oct. 04** • Fall Break; No Classes (Friday)
- Oct. 07-18** • Advising Weeks. All Student Meet with Faculty Advisor
- Oct. 11** • Last Day to Withdraw from a Fall Course with a 'W'
- Oct. 15** • Fall Block 1 Classes End. Final Exams on 10/16 at 5 & 8 p.m (Tues.)
- Oct. 16** • Fall Block 2 Classes Begin (Wednesday)
- Oct. 28** • Fall Break; No Classes (Monday)
- Nov. 25-29** • Thanksgiving Holiday; No Classes (Monday-Friday)
- Dec. 10** • Curricular Thursday (attend your Thursday classes today) (Tues.)
- Dec. 11** • Last Day of Classes(Wed.), Curricular Friday (attend Fri. classes)
- Dec. 12** • Reading Day, no classes (Thursday)
- Dec. 13-18** • Final Exams

Fall 2019 Final Exam Schedule (December 13-18)

	First Class Period	Exam Period
M/W/F	8 a.m.	Tuesday, 12:00 p.m.
M/W/F	9 a.m.	Friday, 8:00 a.m.
M/W/F	10 a.m.	Saturday, 8:00 a.m.
M/W	11 a.m.	Tuesday, 3:00 p.m.
M/W/F	12:30 p.m.	Friday, 3:00 p.m.
M/W/F	1/1:30 p.m.	Monday, 8:00 a.m.
M/W/F	2:30 p.m.	Wednesday, 3:00 p.m.
M/W/F	3/3:30/4 p.m.	Saturday, 12:00 p.m.
T/Th	8 a.m.	Wednesday 12:00 p.m.
T/Th	9:30/10 a.m.	Saturday, 3:00 p.m.
T/Th	11 a.m.	Wednesday, 8:00 a.m.
T/Th	12:30 p.m.	Tuesday, 8:00 a.m.
T/Th	2/2:30 p.m.	Monday, 3:00 p.m.
T/Th	3/3:30/4 p.m.	Monday, 12:00 p.m.

T/Th	5/5:30 p.m.	Friday, 12:00 p.m.
T/Th	7/7:30 p.m.	Tuesday, 7:00 p.m.

Each exam period is 2 hours and 50 minutes.

“First Class Period” refers to the initial class meeting of the normal instructional week, which begins on a Monday. For example, if you have a 1:00 p.m. class that meets on Wednesdays and Fridays, then your final exam will be held on **TBA**.

A final exam takes place in the same classroom in which the class met during the semester and must be administered during exam week in all classes. The final exam may not represent more than 50 percent of a student’s final grade. Fall grades are due to the Registrar’s Office by Friday, Dec 20th at 5:00 p.m.

No changes in the final exam schedule may be made. Students may request that a professor reschedule an exam at the convenience of the professor if the student has three final exams on the same day, as long as it does not conflict with another scheduled exam and is given later than the original date and time. Any other change must be sought by petition of the student to the professor’s division chair.

Travel plans are not an acceptable excuse to move an exam. Students must make their travel arrangements accordingly.

Spring Semester 2020

Jan. 12 • Online Spring Registration Closes at 11:59 p.m. (Sunday)

Jan. 13 • Spring Semester Begins; First Day of Add/Drop (Monday)

Jan. 20 • Martin Luther King, Jr. Day; No Classes (Monday)

Jan. 22 • Last Day of Add/Drop (Wednesday)

Jan. 31 • Spring Graduation Applications Due to the Registrar’s Office.

Feb. 17 • President’s Day Holiday; No Classes

Feb. 18 • Curricular Monday, Attend Your Monday Classes Today (Tuesday)

Feb. 28 • Last Day to Withdraw from Classes with a ‘W’ (Friday)

Mar.13 • March Holiday; No Classes

Apr. 6-10 • Spring Break; No Classes

Apr. 29 • Last Day of Classes (Wed.), Curricular Friday (attend Fri. classes)

Apr. 30-May 1 • Reading Days (no classes)

May 4-8 • Final Exams

May 9 • Commencement (Saturday)

Academic Records

Privacy of Educational Records

Annually, Southern Virginia University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution fully complies, was designated to protect the privacy of educational records. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access. Students should submit to the registrar, executive vice president and provost, division chair, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request amendments to the student's education records that the student believes are inaccurate or misleading. Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including campus security and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A second exception, which permits disclosure without consent, is disclosure to the parents of students who have claimed the students as dependants to the Internal Revenue Service in their most recent year's federal income taxes. The following is considered "Directory Information" at Southern Virginia University and will be made available to the general public unless the student removes the information from the Student Directory:
 - o Student's name,

- addresses (including e-mail),
 - date and place of birth,
 - home and school telephone numbers,
 - photo,
 - dates of attendance,
 - field of study,
 - degrees,
 - diplomas,
 - certificates and awards received (including dates),
 - previous educational institutions attended, and
 - participation in officially recognized extracurricular activities.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Southern Virginia University 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 20202-4605.

Transcripts

A transcript is a copy of a student's permanent academic record. An official copy of the transcript carries the university seal and the signature of the registrar, is dated, and is sent by first-class mail directly to schools or other organizations upon the written and signed request of the student or alumnus.

Upon written request, students also may receive official copies of the transcript. Unofficial copies, without seal or signature, are issued at the end of each semester and term as grade reports. They may also be requested for the personal or on-campus use of currently enrolled students only.

Transcripts, including grade reports, will not be released until it is ascertained that the student has settled all accounts with the university and is not delinquent in college loan programs. The written and signed request for a transcript should contain the following information:

- Full names used while attending the university,
- social security number,
- year graduated,
- telephone number,
- email address, and
- complete mailing address where the transcript is to be sent.

Please fill out the Transcript Request Form and fax to 540-261-4245 or send to:

Registrar's Office
Southern Virginia University
One University Hill Drive
Buena Vista, VA 24416

Transcript Request Information: 540-261-8408

Express mail or other methods of delivery are available upon request and for an additional charge. Facsimile (fax) transcripts will not be provided due to security, data transmission and privacy considerations.

Grade Reports

At the end of each semester, grade reports are available online to all students and their academic advisors. Once grades are recorded in the Registrar's Office, requests for changes must be submitted in writing by the instructor. A [Change of Grade Form](#) is available in the Registrar's Office.

Special Transcript Notations

Special notations on transcripts issued by the university are as follows:

Asterisk (*). A grade with an asterisk has been forgiven in the GPA because the student repeated the course.

Audit. "AU" is given for courses that have been audited. No credit or quality points awarded.

Incomplete. "I" is given in a course by the instructor to a student who, because of illness or other circumstance beyond the student's control, has not been able to complete course requirements on time. The student must be doing passing work when the "I" is given. A grade of "I" becomes an "F" if the course requirements are not met within the time allotted by the instructor, not to exceed six months. An "I" earns no quality points. Division chair approval is required.

Pass. "P" carries no quality points and is not included when computing grade point average.

Repeated Course. "R" designates a repeated course. The grade of the repeated course replaces the original grade in calculating the cumulative GPA. The original grade remains on the official record.

Satisfactory Progress. "SP" designates satisfactory progress in an internship or senior-level project course for which the duration of the required work is expected to span more than one semester. These courses are few in number and require pre-listing approval from the Academic Advisory Council before SP may be used as a grade option. An SP grade carries no credit hours or quality points and must be replaced by a standard A through F grade within six months, otherwise it converts to F.

Transfer. "T" designates a transfer course. It carries credit hours as determined by the registrar, but no grade or quality points.

Withdraw. "W" designates a withdrawal from a course before the end of the sixth week of a semester or the second week of a term. It may also indicate withdrawal from the university. No credit or quality points are awarded.

Withdrawn by Administration. “WA” designates that the university administration withdrew the student from the university for conduct or academic standing that it regarded as unacceptable. No credit or quality points are awarded.

Work in Progress. “WIP” designates that the semester had not yet ended and that the course was still in progress.

Assessments

The university assesses its programs and services to determine how successful it is in meeting its mission and goals. Evaluation instruments may include, but are not limited to, senior papers and projects, advanced writing papers, senior oral presentations, the Collegiate Learning Assessment, the National Survey of Student Engagement, and various course-embedded assessments. The university regularly surveys students concerning their satisfaction with the university’s student support and administrative services. Seniors and alumni are also surveyed concerning their post-graduation activities, including graduate studies, employment, and service activities.

Academic Status

The following are policies on academic standing, class standing, grade point average, president's list, dean's list, academic probation, academic suspension, appeal of academic suspension, academic administrative withdrawal, extracurricular eligibility, and leave of absence.

Academic Standing

Students are responsible for maintaining satisfactory academic performance. Any freshman or sophomore who, at the end of any semester, has a cumulative grade-point average below 1.80 is not in good academic standing. Any junior or senior who, at the end of any semester, has a cumulative grade-point average below 2.0 is not in good academic standing.

Class Standing

Students with fewer than 26 hours are classified as freshmen. Students with at least 26 hours but less than 56 hours are classified as sophomores. Students with at least 56 hours but less than 88 hours are classified as juniors. Students with 88 hours or more are classified as seniors.

Grade Point Average (GPA)

Southern Virginia University uses a four-point grading system:

4.00 A 3.67 A-	EXCELLENT. The grade of A is given for excellence in individual assignments, examinations and performances, and for consistently outstanding work over the course of a semester. Depending upon the subject matter of the course, and upon whether the course is introductory or more advanced, an A may indicate one or more of the following: thorough knowledge of facts and major ideas; application of methods or concepts to new situations; mastery of skills; creativity and independence of thought; critical, evaluative thinking; clear, lucid expression; and responsible, enthusiastic participation in course activities.
3.33 B+ 3.00 B 2.67 B-	GOOD. The grade of B is given for work which shows significant achievement in most or all of the course goals, but which lacks some of the consistency, depth of understanding, mastery of skills, carefulness of execution, or creativity of A-level work. A grade of B for the semester indicates that the student is well beyond the level of proficiency required to move on to more advanced studies in the same subject.
2.33 C+ 2.00 C 1.67 C-	AVERAGE. The grade of C is given for work that broadly satisfies course requirements, but without achieving the depth of proficiency in the difficult

concepts and skills required for A-level and B-level work. A grade of C may also indicate carelessness in execution, a lack of consistency in performance, and a failure to achieve the creativity, independence, and depth of thought found in A-level and B-level work.

1.33 D+
1.00 D

MINIMAL PASSING. The grade of D is given for performance that merits passing credit, but which shows considerable deficiencies, and which typically indicates that the student is not prepared for more advanced studies in the course subject. For individual assignments, a grade of D indicates fulfillment of basic requirements of the assignment, and some academic achievement, but with serious defects or errors, or failure to master important concepts and skills.

0.00 F

FAILURE. The grade of F for the semester indicates that the student's work does not merit any college credit. For an individual assignment, a grade of F may indicate failure to complete the assignment or performance, or a failure to fulfill minimum standards of acceptable work.

Grade point averages are calculated by assigning numeric values called "quality points" to letter grades. One credit hour of A earns four quality points, one credit hour of B earns three quality points, one credit hour of C earns two quality points, one credit hour of D earns one quality point, and one credit hour of F or I (Incomplete) earns no quality points. Plus and minus (+/-) grades earn increments of quality points as shown in the above table.

A student's GPA is calculated by dividing the sum of earned quality points by the sum of attempted credit hours for all courses receiving a grade used in calculating the GPA. Grades A through F and the grade of I are used in calculating a student's GPA. Other grades such as AU (Audit), NC (No Credit), P (Pass), SP (Satisfactory Progress), T (Transfer), W (Withdrawal), WA (Administrative Withdrawal), and WIP (Work in Progress) carry no quality points and are not used in calculating the GPA. A grade with an asterisk (*) has been forgiven in the GPA because the course has been repeated. Only work taken at Southern Virginia University is used in the GPA.

President's List

The President's List, compiled at the end of each semester, includes all full-time students who achieved a semester grade point average that places them in the top 10 percent of current students.

Provost's List

The Provost's List, compiled at the end of each semester, includes all full-time students who achieved a semester grade point average of 3.50 or higher.

Academic Probation

Students are responsible for maintaining satisfactory academic performance. Students and the University should work together to help students avoid Academic Probation or loss of good standing. The purpose of Academic Probation, and of the Student Academic Support Team (Support Team), is to put the student in the best position to succeed and help the Support Team maintain the strongest possible relationship and sources of motivation to help the student succeed.

To help students on Academic Probation or no longer in Good Standing, Student Academic Support Teams (Support Teams) will be formed and designated by the Provost. Support Teams may include an academic advisor, an extracurricular program leader, teacher or coach, an interested faculty or professional staff member, and/or any other appropriate, interested, and responsible party designated by the Provost.

Probation. (<1.8GPA but >1.0GPA cumulative after at least 24 credits)

Any student who, after full-time enrollment of at least two semesters, has a cumulative grade-point average below 1.80 will be placed on Academic Probation, but will remain in good standing subject to the following:

1. Continued or Resolved Probation: If a student on Academic Probation (1) works constructively with his or her Support Team under the direction of the Office of the Provost, and (2) raises his or her GPA during the following semester, the Support Team may, depending on the extent of improvement, recommend to the Provost either continuation or removal from probationary status.
2. Failed Probation: If a student on Academic Probation (1) does not work cooperatively with the Support Team, and/or (2) does not raise his or her GPA during the following semester, the student would no longer be in good standing, and therefore ineligible to participate in University-sponsored extracurricular programs or organizations such as performing arts groups or athletic teams.

Not in Good Standing (<1.0GPA after at least 24 credits, or failed Probation)

Any student who, after full-time enrollment of at least two semesters, has a cumulative grade-point average below 1.0 is no longer in good standing and is ineligible to participate in University-sponsored extracurricular programs or organizations.

1. Continued or Resolved Lack of Good Standing: If a student who is not in good standing (1) works constructively with a Support Team (Support Team) under the direction of the Office of the Provost, and (2) raises his or her GPA for a subsequent semester to a level above 2.00, the Support Team may recommend to the Provost that the student be permitted to enroll or to be returned to good standing on Academic Probation, subject to I.A. above.
2. Suspension: If a student who is not in good standing (1) does not work with his or her Support Team, or (2) does not make significant academic improvement, the Provost

would normally determine that the student is no longer eligible to enroll for classes at the University.

Appeal of Academic Suspension

An appeal of academic suspension must be in writing and submitted to the Provost's Office within 14 days from the date of the notice of a student's suspension. Appeals may be submitted by fax. Appeals of academic suspension are reviewed and decided by the Academic Affairs Council and ratified by the provost.

Academic Administrative Withdrawal

The University administration reserves the right to administratively withdraw at any time a student whose conduct or academic standing they regard as unacceptable. In such a case the student will receive grades of "WA" in all classes. Fees and tuition will be refunded according to the standard refund schedule. Students who are administratively withdrawn for academic reasons are considered on academic suspension and any appeal of such a withdrawal and the terms for reinstatement at Southern Virginia are governed by the University's policy regarding academic suspension.

Extracurricular Eligibility

Part of the ethos at Southern Virginia University is an ideal of developing the whole self; as such, students are encouraged to participate in extracurricular activities that will complement and extend their curricular pursuits in the development of mind, body, and spirit. That said, extracurricular activities at Southern Virginia University are a privilege. As a result, the eligibility threshold for participation in extracurricular activities at Southern Virginia is the maintenance of a minimum cumulative GPA of 1.80 for freshmen and sophomores, and a minimum cumulative GPA of 2.0 for juniors and seniors.

Students whose cumulative GPA falls below this level may not publicly represent the university (i.e. speak, play, sing, or otherwise participate in an official event or meeting) and are limited to a maximum of five hours total per week participation in all university-sponsored extracurricular activities (such as club meetings or athletic practice), unless such participation is expressly required by an academic course in which the student is currently enrolled. Examples of extracurricular activities governed by this policy include, but are not limited to, intercollegiate athletics, clubs, theatre productions, musical groups and student government.

Leave of Absence

A student who wishes to leave Southern Virginia University by his or her own choice, for any reason, may apply for a Leave of Absence with the Registrar's Office for a specified period of time not to exceed 180 days in any 12-month period. For re-admittance to Southern Virginia University, the student must notify the Admissions Office of his or her intent to return, provide an updated Ecclesiastical Endorsement, honor pledge, and transcripts from any school which the student attended in the interim. If a curriculum program has been discontinued during

the student's absence, Southern Virginia is under no obligation to complete that program for the student. Students who do not return for the specified term will be withdrawn retroactive to their leave date and may face financial consequences.

Accreditation

Regional Accreditation

Southern Virginia University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate 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 Southern Virginia University.

State Certification

Southern Virginia University is certified to operate and grant baccalaureate degrees by the State Council of Higher Education for Virginia (SCHEV), located at 101 North Fourteenth Street, Richmond, VA 23219. SCHEV's telephone number is 804-225-2600. SCHEV's web address is www.schev.edu.

Public Complaints

Southern Virginia University seeks to meet the reasonable expectations of students, faculty, staff and, as appropriate, the general public. If a member of the general public wishes to raise a concern about the university, he or she should submit the complaint in writing to the appropriate [university officer](#) or email communications@svu.edu. The university will endeavor to resolve the concern. If the university's response fails to produce a satisfactory resolution, the matter may then be referred to The State Council of Higher Education for Virginia or to the Southern Association of Colleges and Schools Commission on Colleges. A complaint should be addressed to one of these agencies only in the rare case when all of the university's channels for resolving the concern have been exhausted.

Army ROTC

Army Reserve Officer Training Corps (ROTC) is available to Southern Virginia students through a partnership with the Virginia Military Institute in Lexington, only six miles from Southern Virginia University. VMI's ROTC program has one of the richest traditions in the nation, with one of the most notable officers of the 20th century coming from its ranks: General George C. Marshall.

Why Army ROTC?

Southern Virginia students who decide to take Army ROTC are welcomed into the Marshall New-Market Battalion at VMI where they have the opportunity to learn how to become better leaders in both the military and the business world. They will also have the unique experience of leading in physical training, planning social events, doing color guard at school events, and teaching tactics, techniques, and procedures of the U.S. Army.

Families of Southern Virginia students in the Army ROTC are welcome to attend social events and activities throughout the year. The program also gives each family a unique opportunity to learn about the Army's support structure for the families of service members.

What to Expect from Army ROTC

During the first two years, students can expect one two-hour class per week. In their junior and senior years, they will have two classes each week: the first class is a one-hour lecture, the second a three-hour lab conducted mostly outdoors.

The first two years of ROTC are commitment-free if students are not on a ROTC scholarship. Uniforms and equipment are provided at no cost.

Students who complete ROTC are commissioned as Second Lieutenants in the United States Army, United States Army Reserve, or the Army National Guard.

Career Opportunities and Financial Assistance

The Army provides many career opportunities, with graduates being assigned to one of 16 different career branches in the Army. While in school, students can also apply for competitive scholarships. Four-year scholarships are available for incoming freshman and three-year and two-year scholarships are available for those who are already attending Southern Virginia. These scholarships pay either full tuition or room and board if the tuition is already covered. They also provide \$600 per semester for books and a monthly stipend ranging from \$300 to \$500 per month depending on the student's year in school.

There are two types of scholarship available for students interested in ROTC at VMI: Active Duty and Guaranteed Reserve Forces Duty (GRFD). The Active Duty Scholarship requires an eight-year obligation, including four years of active duty and four years of service in the National

Guard or Army Reserves. The GRFD scholarship is also an eight-year obligation to the National Guard or Army reserves but does not require active duty service. Soldiers must attend training one weekend per month and two weeks per year during the eight years to qualify for the GRFD scholarship. The Simultaneous Membership Program (SMP) is also available, which provides students with National Guard pay and tuition assistance from the Virginia National Guard but ensures that cadets are non-deployable while in school.

Contact

If you are interested and would like to receive more information, contact the Southern Virginia Admissions office, or Mr. Thomas Atkinson at 540-464-7680.

CIP Codes for Academic Programs

Art	50.0101
Biochemistry	26.02
Biology	26.0101
Business Management & Leadership	52.0101
Computer Science	11.0701
English	23.0101
Family & Child Development	19.07
History	54.0101
Liberal Arts	24.0101
Mathematics	27.0101
Music	59.0901
Philosophy	38.0101
Politics	45.1001
Psychology	42.0101
Spanish	16.0905
Theatre	50.0599

Code of Honor

The Code of Honor is a set of standards for personal conduct, created and sustained by students, faculty, and staff, which encourages all of us to live as leader-servants. It is founded on the teachings of The Church of Jesus Christ of Latter-day Saints. All students commit to abide by and uphold the Code of Honor at all times and in all places while enrolled at Southern Virginia University.

Standards of Conduct

We, as students of Southern Virginia University, live honest, chaste, and virtuous lives; abide by the law; and show respect for self and others in all we do. We internalize our core values of scholarship, discipleship, accountability, enthusiasm, and refinement in the quest to become leader-servants.

Honesty

We are honest in all our dealings. We do not lie, cheat, plagiarize, steal, or tolerate that behavior in others. We complete our own work and are evaluated based on that work.

Chastity & Virtue

We behave in a chaste and virtuous manner, in accordance with the teachings of The Church of Jesus Christ of Latter-day Saints. We acknowledge that upholding the Dress and Grooming Standards and Residential Living Policies fosters virtuous living. In our efforts to become leader-servants, we refrain from acts of unchaste, sexually suggestive, immodest, or promiscuous behavior that detract from the Holy Spirit. We avoid entertainment that advocates immorality, profanity, or violence.

Obedience to the Law

We abide by local, state, and federal laws, in addition to university policies. We pay our debts on time, honor our contracts, and are good neighbors.

Self Respect

We treat ourselves with respect. We keep our bodies free of physical and spiritual pollutants (consistent with the Word of Wisdom of The Church of Jesus Christ of Latter-day Saints), including but not limited to alcohol, tobacco, coffee, and tea. We do not use illegal or other harmful drugs, nor do we abuse medications.

Respect for Others

We show respect for other people, the university, and its facilities. We refrain from behavior and activities that disrupt or threaten the safety and peace of others or jeopardize the harmony of the university community.

Dress and Grooming Standards

Our dress and grooming should be clean, modest, respectful, and appropriate for the occasion.

Honor Pledge

I accept the sacred trust placed in me to carry on Southern Virginia University's heritage of honor in my efforts to become a leader-servant. I freely pledge to abide by the Code of Honor in all of my conduct.

Concentrations

- Chamber Music
- Choral Studies
- [Coaching](#)
- Commercial Music
- [Dentistry*](#)
- [Digital Illustration](#)
- [Digital Photography](#)
- [International Affairs](#)
- Instrumental Conducting
- Instrumental Studies
- [Music Business](#)
- Music Education
- Music History and Literature
- [Music Therapy](#)
- [Museum Studies](#)
- Piano Studies
- [Pre-Optometry*](#)
- [Pre-Pharmacy*](#)
- [Pre-Physical Therapy*](#)
- [Pre-Physician Assistant*](#)
- [Pre-Law*](#)
- [Pre-M.Acc. \(Accounting\)*](#)
- [Pre-M.Fin. \(Finance\)*](#)
- [Pre-Medical*](#)
- [Printmaking](#)
- [Public Policy](#)
- [Religious Studies](#)
- [Sports Management](#)
- [Pre-Veterinary Medicine*](#)
- Vocal Studies
- [Writing & Mass Media](#)

*Designed to prepare for graduate degree

Coaching Concentration

Concentration Requirements

- BUS 343 Principles of Organization and Leadership
- PER 143 Health and Wellness
- PER 203 First Aid
- PER 275R Theory of Coaching
- PSY 223 Performance and Sports Psychology

Recommended

- PER 363 Kinesiology

Program Advisors

- Mike Harmon
- Jason Lamb
- Deidra Dryden
- Tom Peterson

Commercial Music & Composition Concentration

Track I: Producer / Audio Engineer

Concentration Requirements

- MUS 175 The Art of Sound
- MUS 275 Studio Recording I
- MUS 375 Advanced Studio Recording II
- MUS 498 Senior Project
- MUS 399R Internship

Program Advisor

- Mark Milberger

Track II: Commercial Composer

Concentration Requirements

- MUS 175 Electronic Music and Sequencing
- MUS 175 Song Writing & Production
- MUS 275 Orchestration
- MUS 375 Commercial Composition
- MUS 498 Senior Project
- MUS 399R Internship

Recommended

- MUS 275 Studio Recording I

Program Advisor

- Mark Milberger
-

Dentistry Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of General Physics with labs (PHY 201/202)
- 1 semester of College Composition (ENG 120)
- 1 semester of English Literature (LIB 130)
- 1-2 semesters of Math (MAT 115, 221, or 241)

Recommended

- Genetics and Molecular Biology (BIO 340)
- Biochemistry (CHE 383)
- Physiology and Anatomy (BIO 228/328)
- Cell Biology (BIO 345)
- Microbiology (BIO 312)
- Sculpture (ART 317) and other activities to refine manual dexterity (e.g., playing piano, painting, building models, tying flies for fly fishing, etc.)

Program Advisor

- Barbara van Kuiken

Digital Illustration Concentration

Concentration Requirements

- ART 120 Intro to Drawing
- ART 250 Intro to Watercolor *or* ART 230 Intro to Oil Painting
- ART 223 2D Design
- ART 275R Digital Illustration

Program Advisors

- Doug Himes
 - Corey Egbert
-

Digital Photography Concentration

Concentration Requirements

- ART 223 2D Design
- ART 275R Intro to Digital Photography
- ART 375R Intermediate Photography

Recommended

- ART 375R Advanced Digital Photography
- Internship in photography

Program Advisors

- Brinn Willis
 - Doug Himes
-

International Affairs Concentration

Concentration Requirements

- POL 233 Comparative Politics
- POL 245 International Relations
- POL 335R Human Geography
- Internship in IR or diplomacy

Program Advisor

- Jeremiah John
-

Museum Studies Concentration

Concentration Requirements

- ART 210 Art History I *or* ART 215 Art History II
- ART 375R Museum Studies
- Internship in museum studies

Recommended

- Some course in archiving, material culture, or otherwise in museum studies.

Program Advisor

- Barbara Crawford
-

Music Therapy Concentration

Concentration Requirements

- PSY 345 Abnormal Psychology
- PSY 440 Counseling Psychology
- One of the following:
 - PSY 230 Lifespan Development
 - PSY 375R Infant Development
- Internship in music therapy

Program Advisors

- Eric Hanson
 - Jeff Battis
-

Optometry Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of General Physics with labs (PHY 201/202)
- 1 semester of College Composition (ENG 120)
- 2 semesters of Math (usually MAT 221 and 241)
- 1 semester of Psychology (PSY 201)
- 1 semester of Microbiology with lab (BIO 312)

Recommended

- Biochemistry (CHE 383)
- Physiology and Anatomy (BIO 228/328)

Program Advisor

- Barbara van Kuiken

[Download Optometry Concentration Checklist](#)

Pharmacy Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of Anatomy/Physiology (BIO 228/328)
- 1 semester of College Composition (ENG 120)

- 1 semester of English Literature (LIB 130)
- 2 semesters of Math (usually MAT 221 and 241)
- 1 semester of Biochemistry (CHE 383)
- 1 semester of Economics

Recommended

- Genetics and Molecular Biology (BIO 340)
- Cell Biology (BIO 345)
- Medicinal Chemistry (CHE 481)

Program Advisor

- Barbara van Kuiken

[Download Pharmacy Concentration Checklist](#)

Physical Therapy Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of General Physics with labs (PHY 201/202)
- 2 semesters of Anatomy/Physiology (BIO 228/328)
- 1 semester of College Composition (ENG 120)
- 1 semester of English Literature (LIB 130)
- 2 semesters of Math (usually MAT 221 and 241)
- 1 semester of Biochemistry (CHE 383)
- 1 semester of Psychology (PSY 201)

Program Advisor

- Barbara van Kuiken

[Download Physical Therapy Concentration Checklist](#)

Physician Assistant Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Anatomy/Physiology (BIO 228/328)
- 1 semester of College Composition (ENG 120)
- 1 semester of English Literature
- 1-2 semesters of Math (MAT 115, 221, or 241)
- 1 semester of Biochemistry (CHE 383)
- 1 semester of Psychology (PSY 201)
- 15 Credit Hours of Social Sciences/Humanities

Recommended

- Organic Chemistry (CHE 301/302)
- Genetics and Molecular Biology (BIO 340)
- Cell Biology (BIO 345)
- General Physics (PHY 201/202)

Program Advisor

- Barbara van Kuiken

[Download Physician Assistant Concentration Checklist](#)

Pre-Law Concentration

Concentration Requirements

- BUS 201 Intro to Financial Accounting
- ENG 323 Advanced Expository Writing
- PHI 223 Introduction to Logic
- POL 365R Intro to the Study of Law
- One of the following:
 - BUS 301 Business Law
 - BUS/POL 375R Negotiations and Dispute Resolution
 - ENG 375R The Law in Literature
 - POL 363 Constitutional Law
 - POL 365R Family Social Policy and Law
 - POL 365R The Judiciary

Program Advisor

3. Steve Baldrige

[Download Pre-Law Concentration Checklist](#)

Pre-M.Acc. (Accounting) Concentration

Concentration Requirements

3. BUS 201 Intro to Financial Accounting
4. BUS 202 Intro to Managerial Accounting
5. BUS 375R Intermediate Financial Accounting
6. BUS 375R Intermediate Managerial Accounting
7. BUS 375R Introduction to Taxation
8. BUS 375R Audit

Program Advisor

- Todd Brotherson
-

Pre-M.Fin. (Finance) Concentration

Concentration Requirements

- BUS 201 Intro to Financial Accounting
- BUS 363 Managerial Finance
- BUS 463 Advanced Financial Management
- Internship in finance

Program Advisor

- Todd Brotherson
-

Pre-Medical Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of General Physics with labs (PHY 201/202)
- 1 semester of College Composition (ENG 120)
- 1-2 semesters of Math (MAT 115, 221, or 241)

Recommended

- Genetics and Molecular Biology (BIO 340)
- Biochemistry (CHE 383)
- Physiology and Anatomy (BIO 228/328)
- Cell Biology (BIO 345)

Program Advisor

- Barbara van Kuiken

[Download Pre-Medical Concentration Checklist](#)

Printmaking Concentration

Concentration Requirements

- ART 240 Intro to Printmaking
- ART 340R Printmaking II Intaglio
- ART 340R Printmaking II Relief
- Internship in printmaking

Program Advisor

- Doug Himes
-

Public Policy Concentration

Concentration Requirements

- POL 223 American Politics
- MAT 221 Statistics
- ECN 210 Microeconomics
- ECN 215 Macroeconomics
- Excel certification
- Internship in policy analysis

Program Advisors

- Zeb Riley
 - Jeremiah John
-

Publishing

Concentration Requirements

Core I (complete all of the following):

- ENG 310 Modern Usage & Grammar
- ENG 315R Topics in Media
- BUS 333 Principles of Marketing or BUS 375R Digital Marketing

Core II (Complete one of the following):

- ART 275R Graphic Design I
- ART 275R Introduction to Digital Photography
- ART 275R Introduction to Videography
- CSC 110 Authoring for the Web
- ENG 325R Topics in Creative Writing

Core III (Complete one of the following):

- WRI 219R Journalism and Public Communication
- ENG 399R English Internship
- WRI 399R Writing Internship

Program Advisors

- Dallin Lewis
- Jeff Benedict

Religious Studies Concentration

Concentration Requirements

- Three of the following:
 - ENG 275R The Bible as Literature
 - ENG 375R Poetry in the Reformation
 - ENG 375R Religion and Literature
 - ENG 475R Romanticism and Religion
 - GRK 201 Greek III
 - HIS 325R Survey of American Religion
 - HIS 335R The Reformation Era
 - HUM 375R Islamic Culture
 - PHI 335R Metaphysics: Philosophy of Religion

Program Advisors

- David Cox
- James Lambert
- Jan-Erik Jones

Sports Management Concentration

Concentration Requirements

- BUS 207 Intro to Business
- BUS 333 Intro to Marketing
- PER 275R Intro to Sports Management

Recommended

- BUS 202 Intro to Managerial Accounting
- BUS 275R Sports Marketing

Program Advisors

- Mike Harmon
- Jason Lamb

- Deidra Dryden
 - Brennan Hand
 - Todd Brotherson
-

Veterinary Medicine Concentration

Concentration Requirements

- 2 semesters of General Biology with labs (BIO 201/202)
- 2 semesters of General Chemistry with labs (CHE 201/202)
- 2 semesters of Organic Chemistry with labs (CHE 301/302)
- 2 semesters of General Physics with labs (PHY 201/202)
- 1 semester of Biochemistry (CHE 383)
- 1 semester of College Composition (ENG 120)
- 1-2 semesters of Math (MAT 115, 221, or 241)
- 1 semester of Microbiology
- 1 semester of Genetics and Molecular Biology (BIO 340)

Recommended

- Physiology and Anatomy (BIO 228/328)
- Cell Biology (BIO 345)

Program Advisor

- Barbara van Kuiken

[Download Veterinary Medicine Concentration Checklist](#)

Music Business

Concentration Requirements

- BUS 207 Introduction to Business (3)
- BUS 343 Principles of Organization and Leadership (3)
- MUS 215 Music in Civilization (GE)(3)
- MUS 375R The Profitable Artist (3)
- MUS 399 Internship/Practicum (3)

Program Advisor

- Kyle Neilsen
-

Core Requirements

The Core provides a common intellectual foundation for all Southern Virginia students. It focuses on great artistic, literary, philosophical, political, scientific, and social achievements, comparing these when appropriate with insights of the restored Gospel of Jesus Christ. Core courses emphasize careful writing, critical thinking and analytic reasoning. Students discuss, write and present on issues of the highest importance to humanity, thereby preparing themselves to be articulate and knowledgeable leader-servants. The Core requires at least intermediate knowledge of a second language to ensure deeper understanding of another people and of language in general, and it requires competence in mathematics in order to reason well about quantitative data and claims. Finally, it ensures attention to the well-being of others and oneself by encouraging meaningful service and wholesome physical activities.

[Download the Core Checklist](#)

University Writing

Freshman Writing. Students must take WRI 120 College Composition during their first year. This course is waived for those scoring 4 or 5 on an Advanced Placement English test. Students scoring 20 or lower on the ACT verbal test or 500 or lower on the SAT verbal test must take WRI 110 Introduction to Composition in their first semester.

Advanced Writing. Students must take WRI 320 Advanced Composition in their junior year.

Civilization

Students must take five courses in the great achievements of civilization during their first two years, completing one or two civilization courses per semester.

Take these three courses:

- LIB 110 Reason and the Self
- LIB 120 America and the Enlightenment
- LIB 130 Classics of Western Literature

Take one course from among these five:

- ART 210 Art History I
- HIS 210 Western Civilization I
- HUM 210 Arts in Western Civilization I
- MUS 210 Introduction to Music History
- POL 210 Western Political Heritage I

Take one course from among these five:

- ART 215 Art History II
- HIS 215 Western Civilization II
- HUM 215 Arts in Western Civilization II
- POL 215 Western Political Heritage II
- THE 215 Introduction to Theatre History

Mathematics

Students must take a general education math course during their first two years. Choose one of the following:

- MAT 114 Finite Mathematics
- MAT 115 College Algebra
- MAT 206 Mathematics for Liberal Arts
- MAT 221 Statistics
- MAT 241 Calculus I
- MAT 242 Calculus II
- CSC 120 Programming Fundamentals

A placement test is available online to help you determine which math course to take. Students with a strong background in algebra are encouraged to take Calculus I. Students without a good background in high school algebra should take MAT 100 Intermediate Algebra before taking one of the above courses. Students scoring 28 or higher on the ACT's math section or 680 or higher on the SAT's math section may take PHI 223 Introduction to Logic to satisfy the math requirement.

Natural Sciences

Students must take two general education science courses during their first two years: one in biology, the other in chemistry or physics. One of these courses must have a lab component. BIO 114 Biological Concepts, CHE 114 Chemistry Today, PHY 114 Physical Science are lab courses especially suited for those not intending to major in biology or to pursue a career in medicine. If you intend to start medical, dental, or veterinary school in the year following graduation from Southern Virginia, you should take General Chemistry I and II in your first year and consult with the premed advisor.

Social Sciences

Students must take one course from among the following:

- ECN 210 Principles of Microeconomics
- ECN 215 Principles of Macroeconomics
- EDU 200 Foundations of Education
- EDU 250 Human Growth and Development
- FCD 210 Marriage and Family

- FCD 250 Child and Adolescent Development
- POL 223 American Government and Politics
- POL 233 Comparative Politics
- PSY 105 General Psychology

Fine Arts

Students must take one course from among the following:

- ART 113 Introduction to Studio Art
- ART 120 Introduction to Drawing
- ART 130 Introduction to Painting
- ART 214 Introduction to Ceramics
- ART 223 Two-Dimensional Design
- ART 227 Three-Dimensional Design
- ART 230 Introduction to Oil Painting
- ART 240 Introduction to Printmaking
- MUS 108 Music Fundamentals
- MUS 129R Group Voice Instruction
- MUS 139 Group Piano
- MUS 151 Music Theory I
- MUS 167 Conducting Fundamentals
- THE 106 Stagecraft
- THE 110 Acting I

Foreign Language

Students must demonstrate at least intermediate proficiency in a foreign language. Proficiency may be demonstrated through one of two ways:

- Completion of a fourth semester foreign language course (FRE 202, GER 202, GRK 202, LAT 202, or SPN 202) or
- Scoring at an adequate level on an approved assessment test.

Students with some background in a second language who wish to continue in that language at Southern Virginia must take a placement test to determine whether to enroll in the first, second, or third semester course (101, 102, or 201). Completion of the foreign language requirement can be up to four (4) courses across four (4) semesters. You should complete the foreign language requirement by the end of your junior year.

Leadership and Service

Students must take SER 103 Becoming a Leader-Servant (2 credit hours) in their first year at Southern Virginia. Although not a requirement for graduation, it is also expected that during their time at Southern Virginia, students will develop a leadership and service portfolio in which

they document meaningful service led and provided to individuals and institutions in the external community, at church, and on campus, consistent with the mission of the university. In developing their service portfolios, students are strongly encouraged to give an average of at least 15 hours of service per semester.

Physical Activity

Students must take three general education physical activity courses (PER) and PER 143 Health and Wellness, normally completing one course per year over four years (5 credit hours). At least one of the three activity courses must be taken in a different activity/sport from the others (e.g., two tennis courses and one basketball course, or one course each in tennis, basketball and ballet, but not three tennis courses). Physical activity courses at the 100-level receive a pass/fail grade. Physical activity courses marked “R” may be taken twice for Core credit.

Adequate Progress

Inasmuch as the Core provides the common intellectual foundation for upper division work at Southern Virginia University, we encourage students to engage fully in the Core early in their Southern Virginia experience. The following standards help to promote adequate progress through the Core.

By the end of the first year: Students *must* complete the freshman writing requirement (WRI 120 College Composition) and the leadership and service requirement (SER 103 Becoming a Leader-Servant). Students should also make significant progress through the Core requirements needed by the end of the second year (see below). It is recommended that first-year students take one or two civilization courses each semester, take one physical activity course, and complete at least one of their natural sciences requirements.

By the end of the second year: Students *must* complete the civilization requirement (5 courses), the mathematics requirement (1 course), the natural sciences requirements (2 courses, including a lab), two physical activity courses, and the equivalent of one year of foreign language (2 courses).

Although earlier completion is recommended, the social sciences elective, the fine arts elective, the second year of foreign language, and any remaining physical activity courses may be taken during the last two years. The senior seminar and the advanced writing paper are completed during the senior year.

Religion

Up to 14 credit hours of Institute of Religion coursework accepted by Southern Virginia University and taught by qualified faculty may count towards the Southern Virginia University bachelor’s degree. A student may count no more than two credit hours of institute coursework per semester or term toward the degree. The University awards pass/fail credit for institute coursework.

Course Descriptions

- [Art](#)
- [Biology](#)
- [Business Management & Leadership](#)
- [Chemistry](#)
- [Classical Studies](#)
- [Computer Science](#)
- [Economics](#)
- [Education](#)
- [English](#)
- [Family & Child Development](#)
- [French](#)
- [German](#)
- [Greek](#)
- [History](#)
- [Humanities](#)
- [Italian](#)
- [Language](#)
- [Latin](#)
- [Liberal Arts](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Physical Education](#)
- [Physics](#)
- [Politics](#)
- [Psychology](#)
- [Science](#)
- [Service](#)
- [Skills for Life](#)
- [Social Sciences](#)
- [Spanish](#)
- [Theatre](#)
- [Writing](#)

Art Courses

ART 113 Studio Art (GE) (3)

An elementary approach to form, subject, and content through drawing and painting. Fee required

ART 120 Drawing I (GE) (3)

Basic techniques of observational drawing. Fee required.

ART 175R Topics in Art (Var.) (3)

Various topics offered as needed. Fees may apply.

ART 210 Art History I (GE) (3)

A survey of painting, sculpture, and architecture from prehistory through the late middle ages.

ART 214 Ceramics (GE) (3)

Basic clay techniques including hand building, throwing, glazing and firing. Fee required.

ART 215 Art History II (GE) (3)

A survey of painting, sculpture, and architecture from the Renaissance through the modern period.

ART 223 Two-Dimensional Design (GE) (3)

An analytical introduction to the elements of design in various media.

ART 227 Three-Dimensional Design (GE) (3)

Experiments in the use of materials and elements of design related to three-dimensional structures.

ART 230 Introduction to Oil Painting (GE) (3)

Basic concepts and techniques of oil painting. Fee required.

ART 240 Printmaking I (GE) (3)

Basic intaglio, monotype, and relief techniques. Fee required.

ART 250 Watercolor I (GE) (3)

Basic techniques of traditional transparent watercolor. Fee required.

ART 275R Topics in Art (Var.) (3)

Various topics offered as needed. Fees may apply.

ART 300 Travel Study: Italian Renaissance (3)

Study of Renaissance painting, sculpture, and architecture at important locations throughout Italy. Prerequisite: ART 215 or consent of instructor.

ART 315 Non-Western Art (3)

Survey of non-western art from ancient to modern times with emphasis on the areas of major production: India, China, and Japan, and exposure to areas such as Africa. Prerequisites: ART 210 and ART 215.

ART 317R Sculpture (3)

Basic sculpture processes including clay modeling and wood or stone carving. Fee required. Prerequisite: ART 227.

ART 320R Drawing II (3)

Further exploration of drawing techniques with an emphasis on technical proficiency, concept development, and creative expression. Fee required. Prerequisite: ART 120..

ART 325R Advanced Figure Drawing (3)

Exploration of the human figure in drawing media. Includes study of human anatomy. Fee required. Prerequisite: ART 120.

ART 330R Oil Painting II (3)

Further exploration of oil painting techniques with an emphasis on technical proficiency, concept development, and creative expression. Fee required. Prerequisite: ART 230.

ART 340R Printmaking II (3)

Relief, intaglio, and monotype with an emphasis on proficiency and creative expression. Fee required. Prerequisite: ART 240.

ART 350R Watercolor II (3)

Extended investigation of water-based media, with an emphasis on traditional transparent watercolor. Prerequisite: ART 250.

ART 375R Topics in Art (Var.)

Various topics offered as needed. Fees may apply.

ART 385R Directed Study in Art (Var.)

Study focusing on a topic of individual interest under guidance of instructor. Prerequisites: art major and proposal agreement before registration.

ART 399 Internship/Practicum in Art. (1-3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: art major and consent of instructor.

ART 485R Directed Study in Art (Var.)

Study focusing on a topic of individual interest under guidance of instructor. Prerequisites: art major and proposal agreement before registration.

ART 498 Senior Show (3)

Senior capstone experience for art majors culminating in oral presentations and group exhibit. Prerequisite: consent of instructor.

Biology Courses

BIO 114 Biological Concepts (GE) (4)

Introductory course to topics in cell biology, genetics, major classification, and selected environmental issues. Includes a laboratory component.

BIO 126 Environmental Science (GE) (3)

Introductory course emphasizing the world's population and how our efforts to support it (e.g. agriculture, energy, landscaping) impact our environment.

BIO 175R Topics in Biology (3)

Topics in biology.

BIO 201 General Biology I (GE) (4)

Focuses on cellular processes including biochemistry, biomolecules, photosynthesis, glucose metabolism, genetics, and protein synthesis. Includes a laboratory component. Prerequisite: High school biology and a minimum ACT math score of 23 or a minimum SAT math score of 650, or successful completion of MAT 100.

BIO 202 General Biology II (4)

Focuses on the biology of organisms and their environment. Topics include evolution, classification, biological diversity and adaptations, and interactions at both the community and ecosystem levels. Includes a laboratory component. Prerequisite: BIO 201 with a grade of "C-" or better.

BIO 211 General Botany (4)

Classification of plants and other topics specific to plant life such as genetics, anatomy, physiology, diseases, and ecology. Includes a laboratory component.

BIO 212 General Zoology (4)

Classification of animals. Includes topics specific to animals including tissues, general structure and function, development, heredity, evolution, classification, and economic impact of animals on human life. Includes a laboratory component. May be taken independently of BIO 211.

BIO 228 Human Anatomy (GE) (4)

Study of the structure of different organs and organ systems in the human body and discussion on anatomical changes during development and aging. Includes a laboratory component.

BIO 275R Topics in Biology (3)

Topics in biology.

BIO 303 Seminar for Health Pre-Professional (1)

Addresses topics related to preparing for medical, dental, and veterinary school, including: how to prepare an application for professional programs, how to write a personal statement, how to research professional schools, how to prepare for taking standardized admissions tests (MCAT or DAT), medical ethics, how to find research or internship opportunities, how to prepare for interviews, options for careers in medicine, and related topics of interest. Prerequisites: Open to all students who are currently admitted into the official pre-health professionals program at Southern Virginia University.

BIO 312 Microbiology (3)

Classification, structure, metabolism, control mechanisms, and uses of microbes with special emphasis on bacteria and human diseases. Prerequisites: BIO 202. Strongly recommended: BIO 340 or CHE 383.

BIO 312L Microbiology Lab (3)

This course is an introductory microbiology laboratory course and is meant to be taken in conjunction with BIO 312 (Microbiology). The course covers basic microbiology techniques such as: sterile technique, microscopy, bacterial staining and morphology, control of microorganism, medical microbiology, bacterial identification, and public health. \$25 lab fee

BIO 328 Human Physiology (4)

Designed to help students understand and appreciate how the human body works with special emphasis on the integration of the functions of various systems to maintain homeostasis. Prerequisite: BIO 201 or BIO 228. Strongly recommended: CHE 201 and 202.

BIO 331 Human Anatomy and Physiology I (4)

A comprehensive study of the structure, functions, and interrelationship of the different organs and organ systems (integumentary, skeletal, muscular, and nervous systems) in the human body; and biochemical processes that regulate body functions and maintain homeostasis. Includes a lab component. Prerequisite: BIO 201. Strongly recommended: CHE 201, 202.

BIO 332 Human Anatomy and Physiology II (4)

Continuation of the study of the structure, functions, and interrelationships of the different organs and organ systems (endocrine, circulatory, respiratory, urinary, digestive, and reproductive systems) in the human body; biochemical processes that regulate body functions and maintain homeostasis; and changes during development and aging. Includes a laboratory component. Prerequisite: BIO 331. Strongly recommended: CHE 201, 202.

BIO 338 Endocrinology (3)

Overview of human endocrine system, cellular and molecular mechanisms of hormone action and pathological conditions associated with endocrine imbalances. Prerequisite: BIO 202 or 228. Recommended: BIO 328, CHE 383

BIO 340 Genetics and Molecular Biology (4)

General genetics and molecular biology, including DNA structure and replication, transcription, translation, mutation, transmission genetics, cytogenetics, and population genetics. Includes a laboratory component. Prerequisite: BIO 201 and 202. Strongly recommended BIO 345.

BIO 345 Cell Biology (3)

Molecular biology of the cell, including function of subcellular structures and gene expression. Prerequisite: BIO 201.

BIO 347 Evolution (3)

Addresses evolution from the micro scale to the macro scale. Topics include natural selection, genetic drift, population genetics, speciation, phylogenetic analysis, and a history of life on earth. Prerequisites: BIO 201 and 202. Strongly recommended BIO 340.

BIO 350 Developmental Biology (3)

Experimental analysis of the cellular and molecular mechanisms underlying the development of animals with special emphasis on vertebrate morphogenesis. Prerequisite: BIO 201 and 202.

BIO 360 General Ecology (3)

General principles related to organisms, populations, communities, and ecosystems are presented. Prerequisites: BIO 201 and 202. Strongly recommended: BIO 211 and 212.

BIO 375R Topics in Biology (3)

Topics in biology. Prerequisite: Consent of instructor.

BIO 379 Clinical Observations for Health Professions (1)

One-on-one clinical experience shadowing local doctors, dentists or veterinarians. Prerequisite: Consent of Instructor.

BIO 385R Directed Study in Biology (3)

Directed study in biology. Prerequisite: consent of instructor.

BIO 399 Internship/Practicum in Biology (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: Consent of instructor.

BIO 498 Senior Capstone (1)

A required capstone course for biology majors in their last semester before graduation. Class sessions will be devoted to reading of current literature and review of major biological topics in preparation for the Biology Major Field Test and completion of a senior project.

Business Management & Leadership Courses

BUS 175R Topics in Business (0)**BUS 201 Intro to Financial Accounting (GE) (3)**

Introduction to principles that underlie the generation and basic analysis of financial statements. Core topics include measuring, classifying, and reporting economic data; assumptions, limitations, and relationships of financial elements; and accounting for items such as inventory, accounts receivable, equity, bonds, and capital investments.

BUS 202 Intro to Managerial Accounting (3)

Introduction to principles that underlie the generation and use of internal accounting information. Core topics include cost analysis and allocation systems, budgeting and control processes, investment and decision analysis, and performance and quality measurement. Prerequisite: BUS 201.

BUS 207 Introduction to Business (3)

Practical, broad-brush survey of business principles and practices including forms of business ownership, management and organization, information systems, finance and investment, human resources, marketing, and operations management.

BUS 226 Personal and Family Finance (3)

Personal financial management topics, including consumer debt management; education, automobile, and home loans; retirement and other savings and investment instruments; insurance; and personal wills.

BUS 275R Topics in Business (3)

Topics in business.

BUS 301 Business Law (3)

Sources of law, the court system, the constitution, crimes, contracts, sales, risk of loss, negotiable instruments, bankruptcy, agency, business organizations, real property, leases, and decedent's estates. Prerequisites: Core I of business major.

BUS 323 Professional and Organizational Communication (3)

Development of written and oral presentation skills in an organizational setting. Prerequisites: ENG 120 and junior or senior class standing.

BUS 333 Principles of Marketing (3)

Study of the principles, methods and behavioral activities involved in marketing goods and services in both profit and not-for-profit enterprises. Theory and case studies combine to develop an understanding of marketing environments; marketing research; consumer and business markets and buying behavior; product, pricing, promotion, and distribution strategies; the challenges and opportunities of direct and online marketing today, social responsibility, and marketing ethics. Prerequisites: Core I of business major.

BUS 336 E-tailing and Retailing (3)

Study of retailing as an institution in society, the challenging environment facing retailing today and tomorrow, and future retailing management practices that include e-tailing and other direct marketing opportunities. Prerequisite: BUS 333.

BUS 343 Principles of Organization and Leadership (3)

Theory and models of organizational behavior and their application to organizational leadership, development, and maintenance. Designed to increase students' abilities to perceive themselves, organizational identities, organizational contexts, and available options for action. Prerequisites: Core I of business major.

BUS 345 Human Resources Management (3)

Study of the legal and regulatory environment of personnel management along with the opportunities associated with recruiting and retaining quality employees. Prerequisites: Core I and II of business major except BUS 301.

BUS 363 Managerial Finance (3)

Principles and analytical methods of corporate financial analysis and management. Core topics include financial statement analysis, money and capital markets, stock and bond valuation, capital structure analysis, and capital budgeting. Prerequisites: Core I of business major.

BUS 367 Risk Management and Insurance (3)

A study of risk identification, risk analysis, and risk management. Includes insurance, techniques of loss control, risk retention, and risk transfer. Pre-requisite: Core I and II of business major except BUS 301.

BUS 375R Topics in Business Administration (3)

Topics in business management and leadership. Prerequisites: Core I of business major and consent of instructor.

BUS 385R Directed Study in Business Administration (3)

Courses in which a student arranges an in-depth study of a particular topic under the individual guidance and supervision of a faculty member, as described in the University Catalog. Prerequisite: consent of instructor.

BUS 399 Internship/Practicum in Business (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

BUS 404 International Business (3)

Theory and case study introduction to international business. Topics include cultural, political, legal and economic environments; global trade and investment; foreign exchange; business-government relations; and international operations management. Prerequisites: Core I and II of business major except BUS 301.

BUS 407 Entrepreneurship and Small Business Management (3)

Study of entrepreneurship, creation of new ventures, and the management of smaller enterprises. Topics include the characteristics of successful entrepreneurs, identification and analysis of opportunities for new ventures, legal and tax considerations, acquisition of capital, and management as it applies to smaller organizations. Extensive use is made of case studies and a major research/case analysis project involving a potential or actual business is required.

BUS 408 Investments: Securities and Markets (3)

Study of contemporary securities and markets. Includes asset allocation, portfolio theory, market efficiency, asset pricing models, program trading, and equity and equity-index options. Prerequisite: Core I of business major except

BUS 414 Leadership and Influence (3)

Critical study of leadership and influence vis-à-vis the lives and leadership experiences of significant individuals and groups. Focus is on identification and internalization of core elements of leadership such as skills, personality characteristics, environments, group dynamics and organizational position that contribute to one's effectiveness or ineffectiveness as a leader. Prerequisite: junior or senior class standing.

BUS 432 Persuasion: Sales and Promotion (3)

How to persuade or influence others, including techniques for changing peoples' minds, feelings, and behaviors as well as techniques that are practical for selling products and promoting ideas.

Prerequisite: business major core I and II or permission of instructor.

BUS 433 Strategic Marketing Management (3)

A strategic perspective for marketing management, in a global environment. Addresses company organization, industry structure, firm's competitiveness, marketing activities and market-entry strategies. Stresses intensive case instruction and requires an extensive market plan for a current or prospective business. Prerequisites: Core I and II of business major except BUS 301.

BUS 434 Consumer Behavior (3)

Study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas or experiences to satisfy needs and desires. Emphasis is on lifestyle, situation, and information processing. Prerequisites: Core I and II of business major except BUS 301.

BUS 437 Marketing Research (3)

Study of the concepts, theories, and principles underlying the marketing research process. Focus is on development and evaluation of research designs for gathering marketing information and database mining. Prerequisites: Core I and II of business major except BUS 301.

BUS 463 Advanced Financial Management (3)

Advanced, case-based study of strategic financial management. Topics include short and long term financing, derivative instruments and risk management, valuation and investment, and mergers and acquisitions. Prerequisites: Core I and II of business major except BUS 301.

BUS 498 Strategic Management (3)

Case-study capstone course that brings together all areas of business administration and analysis for strategic management of organizational enterprise. Prerequisites: Core I and II of business major and senior class standing. Must be taken in the last semester of business major coursework.

BUS 499 Senior Internship/Practicum in Business (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: Core I and II of business major and consent of instructor.

Chemistry Courses

CHE 114 Chemistry Today (GE) (4)

Provides the background necessary to understand how chemistry affects our daily lives. An

enriched overview of the fundamental principles of chemistry is followed by applications to topics of current interest. Includes a laboratory component.

CHE 175R Topics in Chemistry (3)

Topics in Chemistry.

CHE 201 General Chemistry I (GE) (4)

Introduces basic chemical concepts such as atomic structure, periodic properties of the elements, nomenclature, basic stoichiometry, thermochemistry and chemical bonding. Primarily for students minoring in science or preparing for a career in science or medicine. Includes a laboratory component. Prerequisite: a C or better in high school chemistry, a minimum ACT math score of 23 or a minimum SAT math score of 650, successful completion of MAT 100 or CHE 114.

CHE 202 General Chemistry II (4)

Introduces concepts such as kinetics, chemical equilibrium, electrochemistry, and thermodynamics. Includes a laboratory component. Prerequisite: CHE 201 with a grade of "C-" or better.

CHE 275R Topics in Chemistry (3)

Topics in chemistry.

CHE 301 Organic Chemistry I (4)

Structure, nomenclature, reaction mechanisms, synthesis, and identification of organic molecules. Includes a three-hour laboratory component on preparation and identification of typical organic compounds. Prerequisite: CHE 202.

CHE 302 Organic Chemistry II (4)

Continued study of the structure, nomenclature, reaction mechanisms, synthesis, and identification of organic molecules. Includes a three-hour laboratory component. Prerequisite: CHE 301.

CHE 303 Seminar- Health Pre-professionals (1)

This course will address topics related to preparing for medical, dental, and veterinary school, including: how to prepare an application for professional programs, write a personal statement, research professional schools, prepare for standardized admissions tests (MCAT, DAT, or GRE), find research or internship opportunities, and prepare for interviews. This course also covers topics such as medical ethics, options for careers in medicine, and related topics of interest. Prerequisites: Open to all students who are currently admitted into the health pre-professionals program at Southern Virginia University.

CHE 375R Topics in Chemistry (3)

Topics in chemistry.

CHE 379 Clinical Observation-Health Pre-prof (1)

One-on-one clinical experience shadowing local doctors, dentists or veterinarians. Prerequisite: Consent of Instructor.

CHE 383 Biochemistry (3)

An overview of biochemical molecules and general reactions involving proteins, nucleic acids, carbohydrates, and lipids. Especially as they relate to human biochemistry and medicine. Includes carbohydrate metabolism, protein synthesis, lipid metabolism, function and regulatory control of enzymes, and correlation of major metabolic pathways. Prerequisites: CHE 202 and BIO 201.

CHE 383L Biochemistry Lab (1)

Lab component to CHE 383. Co-Requisite CHE 383L or completion of CHE 383.

CHE 481 Bio-Organic and Medicinal Chemistry (3)

The application of organic chemistry to understanding the mechanisms of biochemical reactions and the molecular basis of various disease states. Topics also include the organic chemistry of basic drug design, selected general mechanisms of drug action, and general pathways for metabolism of pharmaceuticals. Prerequisite: CHE 302.

CHE 483 Advanced Biochemistry (3)

This course covers advanced concepts of biochemistry based on concepts learned in biology (Bio 201 and 202), chemistry (Che 201 and 202) and organic chemistry (Che 301 and Che 302) and will build on concepts learned in Che 383. Unless approved by the professor, students may not enroll in this class unless they have previously received a C or better in each of the prerequisite courses.

CHE 498 Senior Capstone (3)

This capstone course is a requirement for Biochemistry majors.

Classical Studies Courses

CLS 175R Topics in Classical Studies (1-3)

Topics in classical studies. No prerequisite.

CLS 275R Topics in Classical Studies (1-3)

Topics in classical studies. Prerequisite LIB 130 or consent of instructor.

CLS 310 Ancient Greek History (3)

A survey of the Archaic, Classical, and Hellenistic periods of Greece. Prerequisite: HIS 210, POL 210, or consent of instructor.

CLS 315 Roman History (3)

A survey of the Regal, Republican, and Imperial periods of Rome. Prerequisite: HIS 210, POL 210, or consent of instructor.

CLS 375R Topics in Classical Studies (1-3)

Topics may include classical mythology, ancient drama (tragedy or comedy), lyric poetry, satire,

epistolary genres, historiography, biography, or ancient epic. Prerequisite: LIB 130, HIS 210, POL 210, or consent of instructor.

CLS 385R Directed Study in Classical Studies (1-3)

Directed study in classical studies. Prerequisite: LIB 130, HIS 210, POL 210, or consent of instructor.

CLS 399R Internship/Practicum in Classical Studies (1-3)

Internship or practicum in field of potential employment or advanced study. Prerequisite: consent of instructor.

CLS 475R Advanced Topics in Classical Studies (1-3)

Topics may include ancient drama (tragedy or comedy), lyric poetry, satire, epistolary genres, historiography, biography, ancient epic, sacred texts, and dialogue genres. Prerequisite: consent of instructor.

CLS 498 Senior Paper (2-3)

A substantial research paper written under the direction of a faculty member. Prerequisites: senior standing and instructor's consent.

CLS 499 Senior Internship/Practicum in Classical Studies (1-3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: senior class standing and consent of instructor.

Computer Science Courses

CSC 110 Authoring for the Web (3)

Application of site design, interface design, and page design principles to building a web site. For the final project, students use current tools to create content and assemble resources into a functional web site.

CSC 120 Programming Fundamentals (GE) (3)

Fundamental ideas in computer science will be covered in the context of algorithmic problem solving and the expression of algorithms in modern, object-oriented programming languages. Students should have prior computer programming experience, place in at least MAT 114 or have consent of the instructor to enroll in this course.

CSC 175R Topics in Computer Science (3)

Topics in computer science.

CSC 210 Advanced Authoring for the Web (3)

Application of site design, interface design and page design principles to building a web site. For

the final project, students use current tools to create dynamic database driven content and assemble resources into a functional web site. Usability and site management issues are addressed. Prerequisite: CSC 110.

CSC 220 Data Structures (3)

Theory of data structures and abstract programming interfaces, including the study of the properties of specific data structures often encountered in computer science (Stacks, Queues, Trees, Hash tables, Graphs, etc). Prerequisite: CSC 120.

CSC 222 Discrete Mathematics (3)

An introduction to fundamental mathematical concepts used in mathematics as well as computer science, with an emphasis on writing mathematical arguments. The course presents the principles of mathematical logic and methods of proof such as direct and indirect proofs and mathematical induction. Other topics include sets, functions, relations, recursion, matrix algebra, and techniques from elementary combinatorics and graph theory. Prerequisite: MAT 115 or MAT 241.

CSC 230 Computer Organization (3)

Organization of modern computer hardware, including logic design and data representation, assembly level organization, microprocessors, CPU design, RISC and CISC concepts, pipelining, superscalar processing, memory, cache, paging, segmentation, virtual memory, parallel architectures, bus protocols, and I/O devices. Prerequisite: CSC 220.

CSC 240 Theory of Computation (3)

Formal models of computation (regular expressions, finite state automata, recursive functions, formal grammars and Turing machines) and their application to the questions of computability and complexity. Prerequisite: CSC 220 and CSC 222.

CSC 250 Software Engineering (3)

Programming in the large, including: models of the software development lifecycle (requirements analysis, specification, design, implementation, and testing), development artifacts, and project management along with accompanying software tools. Prerequisite: CSC 220.

CSC 330 Operating Systems (3)

Theory, design and implementation of the software layer between application programs and computing hardware, including: synchronization, communication and scheduling of processes, allocation of memory, virtual memory, file systems, device drivers, and security. Prerequisite: CSC 230.

CSC 332 Networking Systems (3)

Modern networking hardware and protocols, including interconnect systems (hubs, switches, routers, etc.), point-to-point links, packet switching, internetworking, end-to-end protocols, congestion control, and security. Prerequisite: CSC 230.

CSC 334 Programming Languages (3)

Properties of the languages of modern programming paradigms (function-oriented, imperative,

object-oriented, and logic-oriented) including syntax, naming, state, data, control, concurrency, non-determinism, and types. Prerequisite: CSC 230.

CSC 340 Artificial Intelligence (3)

Fundamental concepts and methods for developing computer systems that acquire and reason about knowledge, including: knowledge representation, problem solving and search, planning, vision, natural language comprehension and production, learning, common sense reasoning, and expert systems. Prerequisite: CSC 240.

CSC 342 Cyber Security (3)

Fundamental concepts and methods for developing computer systems that acquire and reason about knowledge, including: knowledge representation, problem solving and search, planning, vision, natural language comprehension and production, learning, common sense reasoning, and expert systems. Prerequisite: CSC 240.

CSC 350 Database Systems (3)

Relational database management systems, including: data models, data storage and access methods, query languages, query evaluation and optimization, transaction management, concurrency control, and recovery. Prerequisite: CSC 250.

CSC 352 Mobile/Game Development (3)

Prerequisite: CSC 250.

CSC 375R Special Topics in Computer Science (3)

Special topics in computer science.

CSC 385R Directed Studies in Computer Science (3)

Independent studies in computer science.

CSC 399R Internship/Practicum in Computer Science (var.)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration.

CSC 498 Senior Capstone (1)

CSC 499 Senior Internship/Practicum in CSC (var.)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: senior class standing and consent of instructor.

Economics Courses

ECN 210 Principles of Microeconomics (GE) (3)

Introduction to the principles of microeconomics, including supply and demand, consumer behavior, income distribution, and competitive and monopolistic markets.

ECN 213 Principles of Economics (GE) (3)

Introduction to the principles of micro- and macroeconomics. Micro elements include supply and demand, consumer behavior, income distribution, and competitive and monopolistic markets. Macro elements include determinants of aggregate economic activity, the effects of monetary and fiscal policy on national income, and economic policy toward unemployment and inflation.

ECN 215 Principles of Macroeconomics (GE) (3)

Introduction to the principles of macroeconomics, including determinants of aggregate economic activity, the effects of monetary and fiscal policy on national income, and economic policy toward unemployment and inflation.

ECN 275R Topics in Economics (3)

Topics in economics.

ECN 310 Intermediate Microeconomics (3)

Study of the theory of prices and markets: an analysis of consumer, firm, and competitive forces that determine the allocation of economic resources in a market economy. May be taken independently of ECN 315. Prerequisite: ECN 210, 213, or consent of instructor. Prerequisite or concurrent enrollment: MAT 241.

ECN 315 Intermediate Macroeconomics (3)

Study of macroeconomic theory and policy: an analysis of the forces that determine employment, income, and price. Topics include aggregate supply and demand and income determination, interest rates, fiscal and monetary policy, inflation, exchange rates, and macroeconomic policy. May be taken independently of ECN 310. Prerequisite: ECN 213, 215, or consent of instructor. Prerequisite or concurrent enrollment: MAT 241.

ECN 375R Topics in Economics (3)

Topics in Economics. Prerequisites: consent of instructor.

ECN 385R Directed Study in Economics (3)

Directed study in economics. Prerequisite: consent of instructor.

Education Courses

EDU 200: Foundations of Education (3)

Prerequisite: Sophomore standing or permission of the instructor. An introduction to the issues

relating to American public education in the 21st century. Students are introduced to information about teaching strategies and school policy upon which future courses can build. Emphasis is given to school efforts to create environments which promote equity and excellence within a multicultural system. Required for teacher licensure in Virginia.

EDU 201: Practicum: Foundation of Education (1)

Graded: Pass/Fail; Corequisite: EDU 200. This practicum is designed to provide an experience observing and participating in a primary or secondary classroom. Additionally, a forum is provided for discussion of issues in education such as classroom management, differentiation, standardized curriculum and more. With these topics in mind, students challenge and refine beliefs as they spend time in a classroom. Working closely with a supervising teacher is invaluable to meeting the goals of this course. To meet the course requirements, students must complete 24 hours of fieldwork during the term.

EDU 250: Human Growth and Development (3)

An introduction to human development. Emphasis is on life span processes within physical, emotional, cognitive, social, personality, and moral development. Major concepts, theories, and principles of child and adolescent development as applied to school learning are covered.

EDU 302: Teaching the Exceptional Learner (3)

Prerequisite EDU 200 and successful application to Teacher Education or permission of the instructor. This course addresses education for exceptional individuals by examining the key issues surrounding instruction for children and adolescents with disabilities or special talents. Students study the identification, etiology, and incidence of exceptionality. Through case-study review and individual research projects, students investigate the educational, social, and cultural dimensions of life in American society for exceptional individuals. Required for teacher licensure in Virginia.

EDU 303: Practicum: The Exceptional Learner (1)

Graded: Pass/Fail. Corequisite: EDU 302. This practicum reinforces the content of EDU 302 by providing students with an opportunity to explore special education in the field through observing and assisting in inclusive classrooms and special classes. Students also study the relationship between general-education and special-education teachers.

EDU 305: Teaching Elementary Reading (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. This course prepares students to teach reading in the elementary classroom. Participants will develop an understanding of the reading process, consider theories of reading instruction, examine current research in reading development and investigate elements of a balanced literacy program. Strategies for teaching word study, phonemic awareness, phonics, vocabulary, comprehension and spelling will be studied for each developmental reading stage. Students will also examine formal and informal diagnostic techniques and instructional procedures for dealing with various types of reading difficulties.

EDU 306: Practicum: Teaching Elementary Reading (1)

Graded: Pass/Fail (SVU). Corequisite: EDU 305. This practicum course provides students with

the opportunity to observe and practice reading methods used in elementary education. To meet the course requirements, students must complete 30 hours of fieldwork during the term.

EDU 310: Art for Elementary Education (2)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. This course is intended to introduce students to some of the basic educational theories and methods used for guides for teaching art to children. The emphasis is on art as an experience for children that facilitates their self-expression, growth, and development. We discuss the supportive role of the teacher as well as developing, administering, and evaluating an art program. Developing meaningful art lesson plans with the implementation of Virginia Standards of Learning is a major objective of this course. Throughout the course, we focus on safety issues regarding art materials in a classroom environment.

EDU 315: Music and Movement for Elementary Education (2)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. A study of the variety of media related to music and movement appropriate for preschool and elementary school children. Topics covered include the nature and analysis of music and movement, teaching strategies and techniques, and development and implementation of lesson plans which include the Virginia Standards of Learning and the Foundation Blocks for Early Learning.

EDU 330: General Elementary Music Methods (3)

This course includes methodologies for teaching music in the classroom (Orff, Kodaly, and Dalcroze approaches), computer applications, music textbooks, and classroom materials for music education in the elementary and general music classroom. This course also includes the study of learning theories appropriate to elementary-aged music students combined with applications in practical lesson plans.

EDU 331: General Elementary Music Methods Practicum (1)

Graded Pass/Fail. An introduction to the teacher's role in instructional settings. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Students must complete a placement on both the elementary and the secondary level. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed.

EDU 335: Secondary Vocal Music Methods (3)

Focuses on techniques, pedagogy, classroom management, literature, and other skills necessary to become an effective middle school or high school vocal/choral teacher.

EDU 337: Secondary Vocal Music Methods Practicum (1)

This fieldwork placement permits students to work in the schools to observe and practice instructional techniques covered in EDUC 335 and EDUC 336. May be repeated for up to two credits total.

EDU 340: Elementary Language Arts and Social Studies Methods (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the

instructor. This course prepares students to teach language arts and social studies in the elementary classroom. Participants develop an understanding of the theories of language arts and social studies instruction and examine current research in language arts and social studies instruction. Students learn strategies for direct instruction and group learning to meet the needs of learners at different stages of development. Students also learn how to plan and prepare lessons while managing the learning environment of the classroom.

EDU 341: Practicum: Elementary Language Arts and Social Studies Methods (1)

Graded: Pass/Fail. Corequisite: EDU 340. This practicum reinforces the content of EDU 340. This observation and participation in area schools gives the students the opportunity to carry out instructional techniques and examine language arts and social studies instruction in an authentic environment.

EDU 343: Elementary Math and Science Methods (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. This course prepares students to teach mathematics and science in the elementary classroom. Participants develop an understanding of the theories of mathematics and science instruction and examine current research in inquiry-based mathematics and science instruction. Students learn strategies for direct instruction and group learning to meet the needs of learners at different stages of development. Students also learn how to plan and prepare lessons while managing the learning environment of the math and science classroom.

EDU 344: Practicum: Elementary Math and Science Methods (1)

Graded: Pass/Fail. Corequisite: EDU 343. This practicum reinforces the content of EDU 343. This observation and participation in area schools gives the students the opportunity to carry out instructional techniques and examine mathematics and science instruction in an authentic environment.

EDU 353: Middle and Secondary Content Area Reading and Writing (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. In this course, students examine research on adolescent literacy and study instructional strategies for secondary content area subjects. Students examine how literacy can be developed through specific strategies in the content area classroom. Specifically, the course highlights methods for incorporating reading and writing across the curriculum through content-based reading and writing activities, questioning and discussion techniques, vocabulary exercises, and research-based study techniques.

EDU 354: Practicum: Middle and Secondary Content Area Reading and Writing (1)

Graded: Pass/Fail. Corequisite: EDU 353. This practicum reinforces the content of EDU 353 and provides students with an opportunity to teach several lessons they have designed. To meet the course requirements, students must complete 30 hours of fieldwork during the term.

EDU 356: Methods for Middle and Secondary Education (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. In this course, participants develop an understanding of theories of instruction and examine current research in secondary instruction. Students learn strategies for direct instruction and group learning to meet the needs of learners at different stages of development. Students also

learn how to plan and prepare lessons while managing the learning environment of the classroom.

EDU 357: Practicum: Methods for Middle and Secondary Education (1)

Graded: Pass/Fail. Corequisite: EDU 356. This practicum reinforces the content of EDU 356. It provides students with an opportunity to observe and participate in secondary school instruction in an authentic environment. To meet the course requirements, students must complete 30 hours of fieldwork during the term.

EDU 365: Methods for World Language (3)

Prerequisite: EDU 200 and successful application to Teacher Education, permission of the instructor, or participation in the ESOL program. This course prepares students to teach foreign language in elementary and secondary classrooms. Participants develop an understanding of theories of foreign-language pedagogy and examine current research in foreign-language instruction. Students learn strategies for direct instruction and group learning to meet the needs of learners at different stages of development. Students also learn how to plan and prepare lessons while managing the learning environment of the classroom.

EDU 366: Practicum: Methods for World Language (1-2)

Graded: Pass/Fail. Corequisite: EDU 365. This practicum reinforces the content of EDU 365. It provides students with an opportunity to observe and participate in foreign-language instruction in an authentic environment. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed.

EDU 375: Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. This course is designed to teach students sound contemporary methods for instruction in woodwinds and brass in elementary, middle, and secondary schools. It is also designed to determine the wide range of students who possess various levels of ability, from beginners to advanced woodwind and brass students.

EDU 376: Practicum in Elementary and Secondary Instrumental Music Methods for Woodwinds and Brass (1-2)

Graded: Pass/Fail. Corequisite: EDU 375. An introduction to the teacher's role in instructional settings. Includes non-music observations in public schools and a music project in which students observe and participate as instructional aides. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Students must complete a placement on both the elementary and the secondary level. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed.

EDU 377: Elementary and Secondary Instrumental Music Methods for Strings and Percussion (3)

Prerequisite: EDU 200 and successful application to Teacher Education or permission of the instructor. This course is designed to teach students sound contemporary methods for instruction in strings and percussion in elementary, middle, and secondary schools. It is also designed to determine the wide range of students who possess various levels of ability, from beginners to advanced strings and percussion students.

EDU 378: Practicum in Elementary and Secondary Instrumental Music Methods for Strings and Percussion. (1-2)

Graded: Pass/Fail. Corequisite: EDU 377. An introduction to the teacher's role in instructional settings. Includes non-music observations in public schools and a music project in which students observe and participate as instructional aides. Class sessions focus on techniques for observing and recording classroom behavior, relationships between the teaching of reading and the teaching of music, and planning music instruction. Students must complete a placement on both the elementary and the secondary level. To meet the course requirements, students must complete 30 hours of fieldwork during the term. May be taken for a second credit if a different placement is completed.

EDU 490: Directed Teaching Seminar: PreK-12 (1)

Prerequisite: Successful completion of all requirements for teacher licensure. Corequisite: 493, 494. This directed-teaching seminar is designed for students seeking licensure in the area of elementary, and PreK-12 education. Students meet weekly in a 90-minute seminar. The focus of the seminar is on developing a portfolio that reflects each student's behavioral management plan, educational philosophy, curriculum design experience and fieldwork experience.

EDU 491: Directed Teaching Seminar: Elementary (PreK-6) (1)

Prerequisite: Successful completion of all requirements for teacher licensure. Corequisite: 493, 494. This directed-teaching seminar is designed for students seeking licensure in the area of elementary, and PreK-12 education. Students meet weekly in a 90-minute seminar. The focus of the seminar is on developing a portfolio that reflects each student's behavioral management plan, educational philosophy, curriculum design experience and fieldwork experience.

EDU 493: Directed Teaching: PreK-12 (11)

Graded: Pass/Fail. Prerequisite: Successful completion of all requirements for licensure except directed teaching. This directed-teaching experience is designed for students seeking licensure in the area of elementary, secondary, and PreK-12 education. Students participate in designated field settings for a minimum of 12 weeks. Specific activities are conducted within these settings to demonstrate competencies necessary for licensure. On-site supervision is provided to the student at least four times during the term of the placement. PreK-12 students must complete two seven-week placements; three observations per placement are completed for their directed teaching experience.

EDU 494: Directed Teaching: Elementary (PreK-12) (11)

Graded: Pass/Fail. Prerequisite: Successful completion of all requirements for teacher licensure except directed teaching. This directed-teaching experience is designed for students seeking licensure in the area of elementary, secondary, and PreK-12 education. Students participate in designated field settings for a minimum of 12 weeks. Specific activities are conducted within these settings to demonstrate competencies necessary for licensure. On-site supervision is

provided to the student at least four times during the term of placement. PreK-12 students must complete two seven-week placements; three observations per placement are completed for their directed teaching experience.

English Courses

ENG 175R Topics in English (3)

Topics in English.

ENG 200 Introduction to Literary Studies (3)

Introduction to concepts and practice of literary interpretation and criticism emphasizing elements of fiction, poetry, and drama. English majors are strongly encouraged to take this course immediately after completing WRI 120 and before taking other upper division courses in the major. Prerequisite: WRI 120 or equivalent.

ENG 220 Fundamentals of Creative Writing (3)

Fundamentals of writing poetry and fiction; discussion of student work and the creative process; readings in contemporary poems and short stories. Conferences with instructor. Prerequisite: WRI 120 or equivalent.

ENG 230 British Literature I (3)

A survey of British literature written from the Anglo-Saxon period through the eighteenth century. An emphasis on trends in genre, culture, history, literary production, and aesthetics. Prerequisite: WRI 120 or equivalent.

ENG 240 British Literature II (3)

A survey of British literature written from early nineteenth-century through the present. An emphasis on trends in genre, culture, history, literary production, and aesthetics. Prerequisite: WRI 120 or equivalent.

ENG 250 American Literature (3)

A survey of American literature written from the colonial period (or before) through the present. An emphasis on trends in genre, culture, history, literary production, and aesthetics. Prerequisite: WRI 120 or equivalent.

ENG 275R Topics in English (3)

Topics in English. Prerequisite: WRI 120.

ENG 310 Modern Usage and Grammar (3)

A survey of Modern American usage and grammar, specifically as it relates to editing for publication. Prerequisite: WRI 120 or equivalent.

ENG 311 History of the English Language (3)

This course explores the stages through which the English language has evolved to reach its present sound, usage, and meanings. Prerequisite: WRI 120 or equivalent.

ENG 315R Topics in Media (3)

This course provides instruction in writing across different media, platforms, and styles. Topics include writing for mass media, writing in digital media, professional writing, among others. Prerequisite: WRI 120 or consent of the instructor.

ENG 317 Public Speaking (3)

This course allows students to understand, critique, and deliver informative, persuasive, and occasional speeches by focusing on audience analysis, research and evidence, reasoning, rhetoric, organization, and delivery. Prerequisite: WRI 120 or equivalent.

ENG 320R Intermediate Creative Writing (3)

The writing of poetry and fiction; discussion of student work and the creative process; readings in contemporary short stories and poems. Conferences with instructor. May be repeated for a total of six hours of credit; only three credit hours apply toward English major. Prerequisite: ENG 220.

ENG 325R Topics in Creative Writing (3)

A specialized study in creative writing. Topics include screenwriting, speculative fiction, popular fiction, creative non-fiction, among others. Prerequisite: WRI 120 or equivalent.

ENG 335R Topics in Early British Literature (3)

A specialized study of early British literature. Topics may include Shakespeare, Milton, religious poetry, the rise of the novel, among others. It is recommended that students complete ENG 230 prior to enrollment. Prerequisite: WRI 120 or equivalent.

ENG 345R Topics in Later British Literature (3)

A specialized study of later British literature. Topics may include Jane Austen, the Victorian novel, Tolkien & C.S. Lewis, Anglophone world literature, among others. It is recommended that students complete ENG 240 prior to enrollment. Prerequisite: WRI 120 or equivalent.

ENG 355R Topics in American Literature (3)

A specialized study of American literature. Topics may include Melville, Faulkner, African-American literature, modern American poetry, among others. It is recommended that students complete ENG 250 prior to enrollment. Prerequisite: WRI 120 or equivalent.

ENG 365R Topics in Genre (3)

A specialized study of a literary or cultural genre. Genres may include film, the graphic novel, speculative fiction by LDS authors, among others. Prerequisite: WRI 120 or equivalent.

ENG 375R Topics in English (3)

A specialized study of a literary or cultural topic. Topics may include: women authors, religion & literature, the Bible as literature, among others. Prerequisite: WRI 120 or equivalent.

ENG 385R Directed Study in English (var.)

Under instructor's guidance, student pursues topic of interest. Prerequisites: WRI 120 and the consent of the instructor.

ENG 399 Internship/Practicum in English (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: WRI 120 and consent of instructor.

ENG 420R Advanced Creative Writing (3)

Seminar in creative writing. Seniors concentrate on either poetry or fiction as they work on a substantial body of work. May be repeated for a total of six hours of credit. Prerequisite: ENG 320 or consent of instructor.

ENG 498 Senior Paper (3)

An advanced seminar with the goal of producing a substantial critical project written under the direction of a faculty member. Prerequisites: senior class standing and consent of instructor.

Family and Human Development

FHD 175R Topics in Family Studies (3)

Topics in social and behavioral sciences.

FHD 210 Marriage and Family (GE) (3)

A study of American marriages and families. Attention is given to successful marriage and family relationships based on research examining dating and mate selection, marriage, sexuality, family interaction, family resource management, parenting, divorce, and remarriage.

FHD 220 Introduction to Social Work (3)

Theories about families and the different social institutions that serve and affect them. Emphasis on intervention services and programs for at risk families.

FHD 250 Child and Adolescent Development (GE) (3)

An introduction to human development. Emphasis is on life span processes within physical, emotional, cognitive, social, personality, and moral development. Major concepts, theories, and principles of child and adolescent development are covered. Cross-listed with EDU 250.

FHD 275R Topics in Family and Child Development (3)

Topics in the family and childhood development.

FHD 290 Introduction to Research Methods (3)

Philosophies of critical inquiry. Principles of designing, conducting, and reporting social science investigations. Attention is given to evaluating research reports in the social sciences.

FHD 310 Family Process (3)

A study of marital and family processes – such as generations, emotions, communication, conflict, sexual intimacy, and rituals – as families develop across major life transitions such as marriage, parenting, divorce, and remarriage. Attention is given to the development of healthy family processes. Prerequisite: FHD 210 or instructor approval.

FHD 314 Parenting (3)

Research-based knowledge, strategies, and skills designed to promote quality parent-child relationships and optimal child development. Cross-linked with EDU 314. Prerequisite: one of the following: EDU 201 or FHD/EDU 250, or must be a parent and obtain instructor approval.

FHD 337 Families and Sexuality (3)

A study of human sexuality across the lifespan as it relates to critical issues for American marriages, families, and society. Prerequisites: FHD 310 or instructor approval.

FHD 350 Infant Development (3)

This course examines the development of infants and toddlers within the context of family relationships prenatally through age 3. Topics will encompass perceptual, cognitive, social, motor, and emotional development. In addition to exploring research about infant development, we will discuss theoretical, methodological, and applied issues, including interventions and policies for infants and their families. This course fulfills the Developmental Elective requirement of the FHD major. Prerequisites: FHD 250, FHD 290, or instructor approval.

FHD 355 Adolescent Development (3)

The study of adolescent development—including physical, neurological and cognitive, emotional, identity and personality, gender, sexuality, social, and moral development—within the ecological contexts of family, school, community, religion, and other relational networks. This course fulfills the Developmental Elective requirement of the FHD major. Prerequisites: FHD 250, FHD 290, or instructor approval.

FHD 360 Adult Development and Aging (3)

A study of adjustment to physical, emotional, social and economic changes. Needs arising from changes in family relationships, living arrangements, and employment; retirement planning. This course fulfills the Developmental Elective requirement of the FHD Major. Prerequisites: FHD 250, FHD 290, or instructor approval.

FHD 365 Childhood Across Cultures (3)

An examination of development from a global perspective, with a focus on understanding how individual development is situated in particular social contexts. The course is based on a cultural perspective that integrates psychological and anthropological thought. Students will examine and appreciate the diversity of children's lived experiences across the world and deepen their understanding of their own location in and responsibility to the larger world through varied readings, film clips, reflective experiences, and writing assignments.

FHD 370 Theories of Human Development (3)

This course explores the major theories of human development, including the strengths and weaknesses of those theoretical approaches. Students will study the biological, social, psychological, and interactive factors that influence the developing individual and learn to apply that knowledge in concrete ways to real-world case studies and settings. This course fulfills the Developmental Elective requirement of the FHD Major. Prerequisites: FHD 250, FHD 290, or instructor approval.

FHD 375R Topics in Family & Child Development (3)

Topics in the social and behavioral sciences. Prerequisite: instructor approval.

FHD 385R Directed Study (3)

Directed study in family and child development. Prerequisite: instructor approval before registration.

FHD 399 Internship/Practicum in Family and Child Development (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: approval of program coordinator.

FHD 485R Research Practicum (3)

Research experience in a project directed by a faculty member. Instructor approval must be obtained before registration. Prerequisites: FHD 290 and instructor approval.

FHD 498 Senior Capstone (3)

The study of relationships between core knowledge, educational practice, and audience characteristics in family life education. Translation of research-based knowledge about successful family relationships and human development into education materials and presentations suitable for families. Opportunity to develop, implement, and evaluate a family life education presentation. Prerequisites: FHD 210, FHD 220, FHD 250, FHD 290, FHD 310, FHD 314, and senior class standing.

French Courses

FRE 101 French I (GE) (4)

Introduction to the basic principles and structure of the French language. Emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component.

FRE 102 French II (GE) (4)

Continuation of FRE 101. Further introduction to the basic principles and structure of the French language. Emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component. Prerequisite: FRE 101 or placement test score, a grade of C- or better in FRE 101.

FRE 175R Topics in French (3)

Topics in French.

FRE 201 French III (GE) (3)

Intense review of the principles and structure of the French language. Emphasis on advanced grammar and composition. Includes a laboratory component. Prerequisite: A grade of C- or better in FRE 102 or placement test score.

FRE 202 French IV (GE) (3)

Emphasis on selected literary readings and conversation. Continued study of advanced grammar and composition. Prerequisite: A grade of C- or better in FRE 201.

FRE 275R Topics in French (3)

Topics in French.

FRE 300 Study Abroad: France (3)

Immersion in French language and culture through on-site study in France.

FRE 375R Topics in French (3)

Topics in French. Prerequisite: consent of instructor.

FRE 385R Directed Study in French (3)

Directed study in French. Prerequisite: consent of instructor.

German Courses

GER 101 German I (GE) (4)

Introduction to the basic principles and structure of the German language. Emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component.

GER 102 German II (GE) (4)

Continuation of GER 101. Further introduction to the basic principles and structure of the German language. Emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component. Prerequisite: A grade of C- or better in GER 101 or placement test score.

GER 175R Topics in German. (3)

Topics in German.

GER 201 German III (GE) (3)

Intense review of the basic principles and structure of the German language. Emphasis on advanced grammar and composition. Includes a laboratory component. Prerequisite: A grade of C- or better in GER 102 or placement test score.

GER 202 German IV (GE) (3)

Emphasis on selected literary readings and conversation. Continued study of advanced grammar and composition. Prerequisite: A grade of C- or better in GER 201 or placement test score.

GER 275R Topics in German (3)

Topics in German.

GER 300 Study Abroad: Germany (3)

Immersion in German language and culture through on-site study in German-speaking countries.

GER 375R Topics in German (3)

Topics in German. Prerequisite: consent of instructor.

GER 385R Directed study in German. (3)

Directed study in German. Prerequisite: consent of instructor.

Greek Courses

GRK 101 Greek I (GE) (4)

Introduction to vocabulary and grammar of ancient Greek with emphasis on reading comprehension.

GRK 102 Greek II (GE) (4)

Continuation of GRK 101. Further introduction to vocabulary and grammar of ancient Greek with emphasis on reading comprehension. Prerequisite: GRK 101.

GRK 175R Topics in Greek (3)

Topics in Greek.

GRK 201 Greek III (GE) (3)

Readings from classical Greek prose authors such as Plato, Thucydides, or Attic orators. Review of grammar. Prerequisite: GRK 102.

GRK 202 Greek IV (GE) (3)

Readings from ancient Greek poets such as Homer, Sophocles, or Aristophanes. Review of grammar. Prerequisite: GRK 201 or consent of instructor.

GRK 275R Topics in Greek (3)

Topics in Greek.

GRK 375R Topics in Greek (3)

Topics in Greek. Prerequisite: consent of instructor.

GRK 385R Directed Study in Greek (3)

Directed study in Greek. Prerequisite: consent of instructor.

History Courses

HIS 175R Topics in History (3)

Topics in history.

HIS 210 Western Civilization I (GE) (3)

Survey of Western civilization from ancient Greece through the early modern period focusing on politics, religion, and culture. Includes primary texts from major authors of the Western tradition.

HIS 215 Western Civilization II (GE) (3)

Survey of Western civilization from the modern period through the twentieth century focusing on major ideological shifts and specific periods of especial importance to the development of the West and the world. Includes primary texts from major authors of the Western tradition.

HIS 223 American History to 1877 (3)

One-semester survey highlighting some of the major political and social events and developments in American history. Recommended for students intending to teach in the public schools, history majors whose primary interest lies in the United States, or non-majors with an interest in American history.

HIS 253 Asian Civilization (3)

An examination of the major societies of Asia from ancient times until the sixteenth century A.D. The focus is primarily upon India, China, and Japan, and coverage includes political social, religious, economic, and cultural developments.

HIS 275R Topics in History (3)

Topics in history.

HIS 303 Historical Methods (3)

Introduces students to the historian's approach to her/his work. Included are discussions of matters such as: primary and secondary sources, library tools, the critical reading of sources, questions of truth and objectivity, historical interpretation and approaches, historiography, and selecting a paper topic. During the latter part of the semester in this course each student draws upon this new knowledge to produce significant works as an historian—a historiographic essay and research paper.

HIS 325R Topics in American History (3)

Topics in American History. Consent of the Instructor.

HIS 326 American Civil War- Reconstruction (3)

Seminar offering an in-depth examination of the American Civil War. Topics include origins of the war, political organization of the Union and the Confederacy, the military conflict, the effect of the war on African-Americans and women, post-war Reconstruction, and the legacy of the Civil War. Prerequisite: one of the following: HIS 210, 215, 220, or 225, or sophomore class standing and consent of instructor.

HIS 328 American Politics and Foreign Policy (3)

A broad overview of American politics and foreign policy from World War II to the present. Major topics include FDR's presidential leadership, Truman's decision to use the atomic bomb, the origins of the Cold War, MacCarthyism, the Civil Rights Movement, the Cuban Missile Crisis, Johnson and the War on Poverty, the Vietnam War, Watergate, the Energy Crisis, the Reagan Revolution, the end of the Cold War, and America in the 1990s. Prerequisite: one of the following: HIS 210, 215, 220, or 225, or sophomore class standing and consent of instructor.

HIS 329 American History from 1877 (3)

HIS 331 History of Great Britain 1066-1688 (3)

British history from the Norman Conquest until the “Glorious Revolution” of 1688. It aims at an understanding of the chronology and character of this time and place, to know the figures who influenced this development and understand the arguments surrounding the major and minor events during this period. The object of the course is to sharpen the critical and analytical skills of students in history and to broaden their aesthetic tastes and intellectual sympathies of this era.

HIS 332 History of Great Britain 1688-pres (3)

British history from the “Glorious Revolution” of 1688 through the Industrial Revolution until the present. Major themes will include the transformation of Britain from an agrarian society to a great industrial power, life in the Victorian village as well as biographies of great politicians.

HIS 335R Topics in European History (3)

Topics in European History.

HIS 346 History of the Holocaust (3)

Introduction to history of the Holocaust and some of the main controversies surrounding it including pre-Nazi anti-Semitism, the intellectual and practical machinery of annihilation, the motivations and behaviors of perpetrators, bystanders, victims and rescuers, remembrance, and the use of the Holocaust in the broader field of genocide studies.

HIS 347 Gender in Modern Europe (3)

Exploration of the changing and contested ideals of masculinity and femininity, gender relations, and the different ways that men and women experienced some of the major events and developments in Europe from 1700 through the twentieth century.

HIS 355R Topics in Asian History (3)

Topics in Asian History

HIS 357 Japanese Cultural History (3)

Japan’s culture and arts from early times (approximately the 5th c. A.D.) through the 19th century. Topics include architecture, sculpture, the art of tea, ceramics, castle and military arts, wood-block prints, etc.

HIS 374 History of the Performing Arts (3)

A selective history of western music and theater beginning with Greek tragedy and ending with the American musicals of Twentieth-Century Hollywood and New York. Students will study why each of these cultures favored certain progressive art forms and themes over others. Among other things, students will consider the use of artistic productions as primary sources for historical study. Cross-listed with THE 333.

HIS 375R Topics in History (3)

Possible topics include historiography, World War II and the Cold War, American Foreign Policy, and the American West. Prerequisite: one of the following: HIS 210, 215, 220, or 225, or sophomore class standing and consent of instructor.

HIS 385R Directed Study in History (3)

Directed study in history. Prerequisite: HIS 210, 215, 220 or 225, and consent of instructor.

HIS 475R Advanced Topics in History (3)

Runs concurrently with the Senior Paper class for those interested in the topic being covered who are not yet ready to take HIS498. Producing an original, primary-source driven essay somewhat shorter than the 498 paper is the main assignment for this class. Students must be at least a Junior to enroll in this course.

HIS 498 Senior Paper (3)

Broad overview of the current state of historical research in a selected field of American, European or World History, culminating in the student's production of an original, primary-source driven, article-length essay that conforms to the norms of professional writing in history.

Humanities Courses

HUM 175R Topics in Humanities (3)

Topics in the humanities, including many Travel Study programs.

HUM 210 Arts in Western Civilization I (GE) (3)

Survey of Western cultural and intellectual history from the Bronze Age to the Italian Renaissance, with emphasis on selected works of literature, painting, sculpture, architecture, philosophy, and music.

HUM 215 Arts in Western Civilization II (GE) (3)

Survey of Western cultural and intellectual history from the 16th century to the present, with emphasis on selected works of literature, painting, sculpture, architecture, philosophy, and music.

HUM 275R Topics in Humanities (3)

Topics in humanities.

HUM 375R Topics in Humanities (3)

Topics in the humanities. Prerequisite: consent of instructor.

HUM 385R Directed Study in Humanities (3)

Directed study in humanities. Prerequisite: consent of instructor.

HUM 399 Internship/Practicum in Humanities (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

HUM 475R Senior Topics in Humanities (3)

Senior topics in the humanities. Prerequisite: consent of instructor.

HUM 498 Senior Paper (3)

Research paper on a topic in the humanities. Prerequisites: senior class standing and consent of instructor.

HUM 499 Senior Internship/Practicum (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: senior class standing and consent of instructor.

Language Courses

LNG 175R Topics in Language (3)

Topics in language.

LNG 275R Topics in Language (3)

Topics in language.

LNG 375R Topics in Language (3)

Topics in language. Prerequisite: consent of instructor.

Latin Courses

LAT 101 Latin I (GE) (4)

Introduction to vocabulary and grammar of classical Latin with emphasis on reading comprehension.

LAT 102 Latin II (GE) (4)

Continuation of LAT 101. Further introduction to vocabulary and grammar of classical Latin with emphasis on reading comprehension. Prerequisite: LAT 101.

LAT 175R Topics in Latin (3)

Topics in Latin

LAT 201 Latin III (GE) (3)

Readings from classical Latin prose authors such as Caesar and Cicero. Review of grammar. Prerequisite: LAT 102.

LAT 202 Latin IV (GE) (3)

Readings from classical Latin poets such as Vergil and Ovid. Review of grammar. Prerequisite: LAT 201 or consent of instructor.

LAT 275R Topics in Latin (3)

Topics in Latin

LAT 375R Topics in Latin (3)

Topics in Latin. Prerequisite: consent of instructor.

LAT 385R Directed Study in Latin (3)

Directed study in Latin. Prerequisite: consent of instructor.

Liberal Arts Courses

LIB 110 Reason and the Self (GE) (3)

An introduction to the history of philosophy including Plato, Aristotle, Descartes and other major thinkers. Issues include the nature of knowledge, reality, mind and morality. Includes perspectives from the Prophet Joseph Smith. No prerequisites.

LIB 120 America and the Enlightenment (GE) (3)

An introductory study of the American Founding in the context of the European Enlightenment using primary texts from major American and European authors of the 17th, 18th, and 19th centuries. Topics include the rise of modern science, capitalism, popular government, and the role of religion in a free society. Includes LDS scripture on the purposes of government. No prerequisites.

LIB 130 Classics of Western Literature (GE) (3)

An introduction to the literary works of major authors such as Homer, Sophocles, Virgil, Dante, Shakespeare, Goethe, and Tolstoy. No prerequisites.

LIB 175R Topics in Liberal Arts (GE) (3)

General education course usually satisfying more than one Core requirement. No prerequisites.

LIB 203 Information Literacy (GE) (1)

Introduction to information literacy in a research and writing intensive liberal arts education. Includes recognition, use, evaluation, integration, and citation of reliable information. No prerequisites.

LIB 490 Contemporary Issues (GE) (2)

An interdisciplinary seminar for seniors in their last semester on contemporary social, political, economic, religious, and/or scientific issues. Readings from a major international newspaper or magazine and recent books and articles. Assessment of knowledge and skills emphasized in the core curriculum. Team-taught by faculty, administrators, and guest scholars. Prerequisite: senior class standing.

LIB 497 Senior Paper Research: Liberal Arts (1)

LIB 498 Senior Paper: Liberal Arts (1)

Senior Paper focusing on one or more disciplines within the liberal arts major. Topic and faculty supervisor must be approved by the program coordinator. Prerequisites: liberal arts major and senior class standing.

Mathematics Courses

MAT 100 Elementary Algebra (3)

An introductory algebra course that prepares students to understand concepts such as the properties of real numbers, factoring, linear equations, inequalities, systems of linear equations, polynomials, rational expressions, exponents, radicals, quadratic equations, graphs and functions. Does not count towards graduation.

MAT 105 Intermediate Algebra (3)

A refresher in basic algebra necessary for success in the required mathematics courses. Includes the field properties, linear equations, relations and functions, polynomials, rational expressions, roots, radicals, exponents, quadratic equations, and systems of linear equations. Prerequisite: high school algebra or equivalent.

MAT 114 Finite Mathematics (GE) (3)

Prepares students for future statistics courses. Topics include linear equations, matrices, counting principles, probability, statistical measures, and normal curves. Prerequisite: high school algebra, MAT 105, or permission of instructor.

MAT 115 College Algebra (GE) (3)

Designed for students with a solid background in high school algebra. Provides a basis for further mathematical study. Students with a strong mathematical background should take MAT 241 rather than MAT 115. Topics include equations, inequalities, graphs, linear functions, polynomial functions, rational functions, exponential functions, logarithmic functions, and trigonometric functions. Prerequisite: strong background in high school algebra, MAT 105, or permission of instructor.

MAT 175R Topics in Math (3)

Topics in mathematics.

MAT 206 Mathematics for Liberal Arts (GE) (4)

Introduces students to some of the great ideas and achievements of mathematics. Topics may include properties of numbers, infinity, geometry, the fourth dimension, chaos and fractals, shape and topology, symmetry and patterns, probability and statistics, network theory, voting systems, and many more important mathematical ideas. Prerequisite: MAT 100 or equivalent, or consent of instructor.

MAT 221 Statistics (GE) (3)

Introduction to probability and statistics. Topics include measures of center, variability,

correlation, experimental design, linear regression, probability, normal distributions, confidence intervals, hypothesis testing, chi-square distributions, F distributions, t distributions, and analysis of variance. Prerequisite: one of the following: MAT 114, 115, or permission of instructor.

MAT 241 Calculus I (GE) (4)

Topics include limits, continuity, derivatives, implicit differentiation, applications of derivatives, anti-derivatives, definite integrals and applications of anti-differentiation and the definite integral. Prerequisite: Strong background in high school algebra or above, MAT 115 or equivalent.

MAT 242 Calculus II (GE) (3)

The definite integral and infinite series and the associated applications. Topics include Riemann sums, definite integrals, indefinite integration, transcendental functions, applications of integration, integration techniques, L’hopital’s rule, improper integrals, and infinite series. Prerequisite: MAT 241 or equivalent.

MAT 275R Topics in Mathematics (3)

Topics in Mathematics.

MAT 305 Basic Concepts of Mathematics I (3)

Provides a broad background of number systems and operations for non-science students and prospective elementary school teachers. Includes development and applications of arithmetic and geometric sequences and series, set theory; number systems, their structure, basic operations and properties; number theory; ratio; proportion and percent. Prerequisite: MAT 115 or consent of instructor.

MAT 306 Basic Concepts of Mathematics II (3)

Provides a broad background in mathematics for non-science students and prospective elementary school teachers. Includes development and applications of number systems; number theory; introduction to geometric figures, their properties and relationships; Pythagorean theorem; measurement; probability and statistics, including line of best fit. Review of algebra including linear and nonlinear equations and functions; linear systems of equations and coordinate geometry. Prerequisite: MAT 115 or consent of instructor.

MAT 321 Mathematical Statistics I (3)

A study of probability theory relative to both discrete and continuous probability laws. Topics include independence and dependence, mean, variance and expectation, random variables, jointly distributed probability laws, Chebysheff’s Inequality and a version of the Central Limit Theorem. Applications of probability theory are approached through a variety of idealized problems. Prerequisite: MAT 241 and MAT 242.

MAT 322 Mathematical Statistics II (3)

A mathematical approach to statistical theory. Includes a study of distribution theory, important properties of estimators, interval estimation and hypothesis testing, regression and correlation, and selected topics from non-parametric statistics. Prerequisite: MAT 321. Note: MAT 221, 321 and 322 will provide the background knowledge for a prospective secondary teacher to teach AP Statistics in high school.

MAT 332 Discrete Mathematics (3)

An introduction to fundamental mathematical concepts used in mathematics as well as computer science, with an emphasis on writing mathematical arguments. The course presents the principles of mathematical logic and methods of proof such as direct and indirect proofs and mathematical induction. Other topics include sets, functions, relations, recursion, matrix algebra, and techniques from elementary combinatorics and graph theory. Prerequisite: MAT 115 or MAT 241.

MAT 341 Calculus III (3)

Topics include conic, parametric equations, polar coordinators, vectors and the geometry of space, vector valued functions, function of several variables, multiple integration and vector analysis. Prerequisite: MAT 242.

MAT 343 Linear Algebra (3)

Includes vectors, dot and cross products, matrices, systems of equations, vector spaces, determinants, linear transformations, eigenvalues, and eigenvectors. Prerequisite or concurrent enrollment: MAT 241 or consent of instructor.

MAT 344 Elementary Differential Equations (3)

The analysis and applications of first and second order differential equations. Topics include separation of variables, integrating factors, numerical methods, homogeneous linear equations, non-homogeneous linear equations, variation of parameters, series solutions, Laplace Transforms, and linear systems of differential equations. Prerequisite: MAT 242 or equivalent.

MAT 355 History of Mathematics (3)

(For prospective secondary teachers.) Historical development of number theory, geometry, algebra, and analysis. Study of the significant mathematical contributions to these topics made by prominent mathematicians from ancient beginnings to modern times. Prerequisite: MAT 343.

MAT 356 Number Theory (3)

Unique factorization, arithmetic functions, linear and quadratic congruences, quadratic reciprocity law, quadratic forms, introduction to algebraic numbers. Prerequisite: MAT 343.

MAT 360 Abstract Algebra I (3)

An introduction to the theory of groups, rings and fields. Topics include normal subgroups, quotient groups, homomorphisms, Cayley's theorem, permutation groups, ideals, the field of quotients of an integral domain, and polynomial rings. Prerequisite: MAT 343.

MAT 365 Geometry (3)

(For prospective secondary teachers.) A rigorous treatment of Euclidean geometry and an introduction to other geometry. Advanced approach to fundamental properties of Euclidean and other geometries. Writing intensive. Prerequisite: MAT 343.

MAT 375R Topics in Mathematics (3)

Topics in mathematics. Prerequisite: consent of instructor.

MAT 385R Directed Study in Mathematics (3)

Directed study in mathematics. Prerequisite: consent of instructor.

MAT 399 Internship/Practicum in Mathematics (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

MAT 410 Introduction to Numerical Analysis (3)

Survey of methods to approximate numerical solutions of problems in root-finding, differentiation, integration, curve-fitting, differential equations, and systems of equations. Derivations, limitations, and efficiency of different algorithms are considered. Prerequisite: MAT 343 and MAT 344.

MAT 441 Real Analysis (3)

A rigorous treatment of one-variable calculus including: limits, continuity, differentiation, the Riemann integral, metric spaces, sequences and series of functions. Prerequisite: MAT 343.

MAT 444 Introduction to Partial Differential Equations (3)

Introduces the solution of partial differential equations. Models arising from initial-boundary-value problems of mathematical physics and Sturm-Liouville problems are examined; solution techniques include separation of variables, Bessel functions, series expansions by orthogonal functions, and numerical methods. Prerequisite: MAT 344.

MAT 446 Complex Analysis for Applications (3)

Complex numbers, analytic functions, Cauchy-Riemann equations, conformal mapping, contour integration, Cauchy's integral formula, infinite series, residue calculus, Fourier and Laplace transforms. Prerequisite: MAT 441 or consent of instructor.

MAT 460 Abstract Algebra II (3)

A continuation of Mathematics 360 including additional topics in group theory and ring theory, extension fields, straight-edge and compass constructions, Galois Theory and solvability by radicals. Prerequisite: MAT 360.

MAT 498 Mathematics Capstone Course. (3)

Prerequisite: Students must have senior standing. (1) Mathematics majors will write a senior thesis showing an understanding of a substantial area of modern mathematics. Students must have completed at least one of the one-year sequences of upper-level mathematics. (2) Mathematics majors with Secondary Education Certification: Students will write a senior thesis based on research of a current topic in mathematics education. We recommend that the Capstone course be taken over two semesters for 2 and 1 credit each.

MAT 499 Senior Internship/Practicum in Math (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: senior class standing and consent of instructor.

Music Courses

MUS 099R Department Performance Attendance (0)

Attendance at five music department recitals and concerts, as well as other approved events. Only two events in which the student participates as a performer may count toward the requirement.

MUS 108 Music Fundamentals (GE) (3)

Basic decoding of musical symbols, namely note-reading in treble and bass clefs, accidentals, intervals, major and minor scales, keys and key signatures, triads, meter, and rhythm. Assumes no prior knowledge of music. Designed to prepare students for MUS 151 (Music Theory I).

MUS 121 Diction I (3)

This course provides an introduction to the International Phonetic Alphabet and applies IPA to the pronunciation of English and Italian. A brief introduction to the structure of the Italian language is included to aid the student in Italian Translation.

MUS 122 Diction II (3)

This course provides a review of the International Phonetic Alphabet, pronunciation of the French and German languages, with a brief introduction to the structure of each language. Prerequisite: MUS 121.

MUS 129R Group Voice Instruction (GE) (3)

This course is designed for the beginning vocal student offering group instruction to familiarize students with the fundamentals of singing and provide opportunities for development of vocal skill and public performance.

MUS 139R Group Piano (GE) (3)

Beginning group piano instruction, including technique, sight-reading, harmonization, transposition, and repertoire. No previous musical experience required.

MUS 148R Applied Music I (0.5)

Private instruction for instruments or voice. \$480 per semester for music and performing arts majors. Twelve 50-minute lessons per semester. Jury or recital required. Prerequisite: consent of instructor.

MUS 149R Applied Music I (1)

Private instruction for instruments or voice. \$480 per semester for music and performing arts majors. Twelve 50-minute lessons per semester. Jury or recital required. Prerequisite: consent of instructor.

MUS 151 Music Theory I (GE) (3)

Scales, primary triads, melody, diatonic harmony, and voice leading. First course in music theory sequence for music majors; may be used for music minor. Prerequisite: music reading ability: 80% or higher on MUS 151 placement test, or grade of "C" or higher in MUS 108. Co-requisite for majors: MUS 161.

MUS 152 Music Theory II (3)

Continuation of MUS 151. Prerequisite: grade of "C" or better in MUS 151. Co-requisite for majors: MUS 162.

MUS 161 Aural Skills I (1)

Practicum in ear-training and sight singing, including melodic, harmonic, and rhythmic dictation, interval recognition, and singing. Co-requisite: MUS 151.

MUS 162 Aural Skills II (1)

Continuation of MUS 161. Prerequisite: grade of "C" or better in MUS 161. Co-requisite: MUS 152.

MUS 167 Conducting Fundamentals (GE) (3)

Conducting Fundamentals is one of several courses that satisfies fine arts elective requirements at SVU. This course is designed for those who desire to develop basic skills in congregational (non-rehearsed) conducting. There are no prerequisite courses or skills for this course. Students who would benefit the most from this course are those who have no previous background in music, which for the purposes of this course is defined as: 1) no formal instruction, whether in a private or classroom setting, with one's voice or on an instrument, and/or 2) no singing or playing in an organized choir, band or orchestra. The topics that will be covered are: gaining a basic rhythmic sense and becoming able to decode the rhythmic symbols in printed music; learning how to conduct the 2, 3, 4, and 6 metric patterns using the legato and marcato styles; how to effectively stop one verse of a hymn and start conducting the next verse; how to handle fermatas (holds) in several hymns; and learning to hold and release using the non-dominant hand. The students will achieve competence in conducting approximately twenty more-challenging hymns. This course may serve as an introduction to MUS 267.

MUS 175R Topics in Music (3)

Topics in music.

MUS 215 Music in Civilization (GE) (3)

A study of music in its traditional functions in civilization, such as ritual, social, dramatic, and aesthetic. Provides an introduction to world music traditions, with emphasis on Western music, including classical and non-classical genres. Music literacy not required.

MUS 221 SVU Orchestra (1)

Full orchestra including strings, winds, brass, and percussion, performing a wide variety of works from the orchestral repertoire. Prerequisite: consent of instructor.

MUS 239R Group Piano II (GE) (3)

Continuation of Group Piano I. Prerequisite: MUS 139 or instructor consent.

MUS 248R Applied Music II (0.5)

Private instruction for instruments or voice. \$480 per semester. Twelve 30-minute lessons per semester. Prerequisite: two semesters of MUS 148R or 149R, or consent of instructor.

MUS 249R Applied Music II (1)

Private instruction for instruments or voice. \$480 per semester for music and performing arts

majors. Twelve 50-minute lessons per semester. Jury or recital required. Prerequisite: two semesters of MUS 148R or 149R, or consent of instructor.

MUS 250R Bella Voce (1)

Bella Voce is an ensemble whose aim is the training of women's voices and intellect. This group is an audition choir performing choral music crossing many genres and eras.

MUS 251 Music Theory III (3)

Continuation of MUS 152. Study of chromatic harmony and musical form. Prerequisite: grade of "C" or better in MUS 152. Co-requisite for majors: MUS 261.

MUS 256R Ensemble (1)

Small ensemble practice and performance. Prerequisites: audition and consent of instructor.

MUS 256R Men's Chorus (1)

Small ensemble practice and performance. Prerequisites: audition and consent of instructor.

MUS 259R Opera Workshop (3)

This course provides each student with the opportunity to perform in an operatic scene in cooperation with other singers and to familiarize students with some of the standards in operatic repertoire. This course may be used as ensemble credit in the music and performing arts majors and minors. Prerequisite: Two semesters of MUS 149R or consent of the Instructor.

MUS 261 Aural Skills III (1)

Continuation of MUS 162. Introduction to chromatic dictation and singing. Prerequisite: grade of "C" or better in MUS 162. Co-requisite: MUS 251.

MUS 267 Conducting Fundamentals (3)

Conducting is a course that fulfills music major and music minor requirements, as well as being of interest to others who are already comfortable reading pitches and rhythms in treble and bass clefs. Congregational conducting skills that will be covered include beat patterns, styles of conducting, starting and stopping, handling fermatas, using the non-dominant hand for a variety of gestures, and speeding up and slowing down the tempo. Skills that are used in choir conducting, such as working with an organist/pianist and rehearsal techniques, will also be covered. The students will achieve competence in conducting more than one hundred more-challenging hymns, as well as two selections for choir.

MUS 275R Topics in Music (3)

Topics in music.

MUS 321 Music Composition I (3)

Introduction to the craft of composition, with occasional semi-private lessons. Addresses aesthetic considerations inherent in composition through readings of living composers and theorists. Prerequisite: Ability to read music.

MUS 322 Music Composition II (3)

Continuation of MUS 321. Further study of instrumental and vocal composition. Prerequisite: grade of "B" or better in MUS 321.

MUS 330 Music History I (3)

This course explores the music of Western European culture, beginning with its philosophical and theoretical origins in ancient Greece and extending through the life and music of J. S. Bach. Topics will include how the sound of music changed over 2,000 years, the different functions it served, how genres developed to serve these functions, and the lives of the men and women who shaped Western art music. Required of music majors. Prerequisite: Grade of C or better in MUS 152 or consent of instructor.

MUS 335 Music History II (3)

An in-depth and comprehensive survey course exploring the development of music in Western Europe from the Viennese Classical period to the present day. Changing musical styles will be examined within the framework of the philosophy and aesthetics of the periods, with special attention paid to the use and purpose of music and the role of the musician in his or her society. Co-requisite: MUS 251 (or grade of "C" or higher if already taken); recommended prerequisite: MUS 330.

MUS 340 Vocal Literature (3)

This course provides a brief survey of art-song literature focusing on German, French, American, and English song with some exposure to other nationalities. Recommended prerequisite: MUS 210.

MUS 348R Applied Music III (0.5)

Private instruction for instruments or voice. \$480 per semester. Twelve 30-minute lessons per semester. Prerequisite: two semesters of MUS 248R or 249R, or consent of instructor.

MUS 349R Applied Music III (1)

Private instruction for instruments or voice. \$480 per semester for music and performing arts majors. Twelve 50-minute lessons per semester. Jury or recital required. Prerequisite: two semesters of MUS 248R or 249R, and jury approval.

MUS 350R Concert Chorale (1)

A mixed choir numbering 50-65 musicians who perform a wide variety of challenging choral works from the standard repertoire of medieval to contemporary, including new works and arrangements in many languages and styles. By audition only.

MUS 357 Vocal Pedagogy (3)

This course examines the physical functioning of the vocal mechanism, acoustical properties of singing, current and historical perspectives in vocal pedagogy, and practical vocal teaching techniques. Prerequisite: two semesters of MUS 149R.

MUS 367 Advanced Conducting (3)

Conducting techniques will be studied and developed through the examination of text, videos of major groups and conductors. Using the department's ensembles and the class for practice, students will focus on conducting gesture as applied to elements of tone, diction, musicianship, intonation, blend balance, interpretation, rehearsal techniques, score study and style periods of repertoire. Repertoire will include works from the early Renaissance through the present day. Issues of conducting, organizing, and managing ensembles at various skill levels will be

addressed. Evaluation will be based on class participation, completion of conducting assignments, a research paper, and other class projects. Prerequisite: MUS 267 or permission of the instructor.

MUS 375R Topics in Music (3)

Topics in music. Prerequisite: consent of instructor.

MUS 385R Directed Studies in Music (3)

Directed study in music. Prerequisite: consent of instructor.

MUS 399 Internship/Practicum in Music (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: consent of instructor and music or performing arts major.

MUS 453 Form and Analysis (3)

A study of standard forms in tonal art music, and analysis of forms from the classical repertoire. Prerequisite: Grade of "C" or higher in MUS 252.

MUS 459R Advanced Opera Workshop (3)

This course provides each student with the opportunity to perform in an operatic scene in cooperation with other singers and to familiarize students with some of the standards in operatic repertoire. Students in this course will gain experience with some of the theatrical aspects of opera. This course may be used as ensemble credit in the music major and minor. Prerequisite: MUS 259R and two semesters of MUS 249R or consent of the Instructor.

MUS 497 Senior Performance (1)

Performance of 25 minutes or more of music prepared in applied music lessons. Prerequisite: Music major.

MUS 498 Senior Project (1)

Research paper, original composition, or other approved project. Prerequisite: Music major.

MUS 499 Senior Internship/Practicum (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: senior class standing, consent of instructor, and music or performing arts major.

Philosophy Courses

PHI 175R Topics in Philosophy (3)

Topics in philosophy.

PHI 223 Introduction to Logic (GE) (3)

Critical thinking through recognizing, symbolizing, and evaluating arguments for validity. Includes propositional logic and some predicate logic. Satisfies general education requirement in mathematics only for those scoring at least 28 on the ACT's math section or at least 615 on the SAT's math section.

PHI 275R Topics in Philosophy (3)

Topics in philosophy.

PHI 325R Topics in Logic and Rationality (3)

Topics in logic and rationality such as the philosophy of science, intermediate logic, and decision theory. Prerequisite: LIB 110.

PHI 326 Epistemology (3)

Historical and contemporary theories of knowledge and the justification of belief. Prerequisite: LIB 110.

PHI 333 Metaphysics (3)

Historical and contemporary theories of reality, including such topics as realism/nominalism, free will/determinism, diachronic identity, the mind/body problem, essentialism/anti-essentialism, alethic realism/anti-realism, and causation, the nature of space and time. Prerequisite: LIB 110.

PHI 335R Topics in Metaphysics (3)

Topics in metaphysics, broadly construed, such as the philosophy of mind, philosophy of language, theories of truth, and free will. Prerequisite: LIB 110.

PHI 340 Ethics (3)

Philosophical theories of human happiness, virtue, right action, and motivation. Issues in applied ethics may also be addressed. Prerequisite: LIB 110.

PHI 345R Topics in Ethics (3)

Topics in ethics, broadly construed, such as metaethics, normative ethics, applied ethics, practical reason, political philosophy, and philosophy of law. Prerequisite: LIB 110.

PHI 350 Political Philosophy (3)

Philosophical theories concerning the good society and the justification of government. Prerequisite: LIB 110.

PHI 355R Topics in Ancient Philosophy (3)

Topics, movements, or figures in ancient philosophy ranging from the Presocratics to the Neoplatonists. Prerequisite: LIB 110.

PHI 365R Topics in Modern Philosophy (3)

Topics, movements, or figures in modern philosophy ranging from Descartes to Kant. Prerequisite: LIB 110.

PHI 375R Topics in Philosophy (3)

Selected topics, movements, or figures in philosophy. Prerequisite: LIB 110.

PHI 385R Directed Study in Philosophy (3)

Directed study in philosophy. Prerequisite: LIB 110.

PHI 475R Topics in Philosophy (3)

Advanced topics, movements, or figures in philosophy. Prerequisites: PHI 223 and one of LIB 110.

PHI 498 Senior Paper (2-3)

Development and completion of a significant piece of philosophical writing. Prerequisite: philosophy major and senior class standing.

Physical Education Courses

PER 113 Beginning Social Dance (GE) (1)

General education physical activity course on social dance. Focuses on American and Latin dance fundamentals with activities included for fun.

PER 116 Beginning Tennis (GE) (1)

General education physical activity course on beginning tennis. Proper mechanics, scoring, and other issues in this lifetime activity.

PER 117 Volleyball (GE) (1)

General education physical activity course on volleyball. Develops the skills and techniques for volleyball while promoting teamwork.

PER 119 Hiking (GE) (1)

General education physical activity course on hiking. Efficiency of movement, safety, and environment are factors in this course. Provides opportunities to explore numerous hiking trails in the Shenandoah Valley.

PER 120 Jogging (1)

General education physical activity course on jogging. Encompasses training techniques, stretching and flexibility, safety, proper clothes and shoes, running surfaces, and the body's physiological response to this cardiorespiratory activity.

PER 123 Intermediate Social Dance (GE) (1)

Social dance instruction at the intermediate level.

PER 125 Camping & Outdoor Skills (GE) (1)

General education physical activity course on camping. Includes all facets of camping in the outdoors such as fire-lighting, cooking, back-packing, leave-no-trace ethics, food storage and

bivouacking. Participants will be expected to participate in a minimum of two (2) overnight activities.

PER 126 Net Games (GE) (1)

General education physical activity course on traditional and untraditional sports activities using a net. Activities might include but may not be limited to basketball, volleyball, tennis, badminton, volley, floor hockey, and others.

PER 127 Basketball (GE) (1)

General education physical activity course on basketball. Develops fundamental skills and techniques aimed at improving personal play while promoting sportsmanship and lifetime recreation interest.

PER 128 Soccer (GE) (1)

General education physical activity course on soccer. Focus is upon basic fundamentals of soccer including passing, shooting, dribbling, heading, and game-play.

PER 129 Outdoor Sports (GE) (1)

General education physical activity course on outdoor sports. Includes various activities such as repelling, camping, and the proper, safe techniques needed to enhance an individual's education in these areas.

PER 130 Step Aerobics. (GE) (1)

General education physical activity course on step aerobics. Provides cardiorespiratory fitness while demonstrating proper techniques for movement.

PER 131 Strength Training (1)

General education physical activity course on strength training. Highlights the body's ability to respond to strength training, including safe weight-lifting techniques.

PER 132 Flag Football (GE) (1)

General education physical activity course in flag football. Encompasses strategies, defense, and offense. Special focus applied to rules and officiating of competitions.

PER 133 Softball (GE) (1)

General education physical activity course on softball. Provides instruction in hitting, pitching, fielding, base-running, and game-play.

PER 136 Racquetball (GE) (1)

General education physical activity course on racquetball.

PER 137 Golf (GE) (1)

General education physical activity course on golf. Includes basic fundamentals of driving, chipping, putting, club and shot selection.

PER 143 Health and Wellness (GE) (2)

Correct concepts for cardiovascular endurance, strength, flexibility, weight control, and total wellness. Self-responsibility is emphasized.

PER 144 Recreation Sports and Activities (GE) (3)

Explores a diversity of conventional recreation sports and activities emphasizing skill acquisition and development. Project required. May be used once as a general education physical activity course. \$25 fee required.

PER 175R Topics in Physical Activity (GE) (1)

General education physical activity course on a topic determined by instructor.

PER 203 First Aid (2)

In-depth coverage of first aid procedures for injuries and sudden illness. Leads to first aid and CPR certification.

PER 207 Foundations of PERA (GE) (3)

Explores the significance of leisure in the context of history, culture, gender, age, politics, the marketplace, mass media, and contemporary issues. Demonstrates how leisure helps define who we are as an individual, community, nation, and society.

PER 216 Intermediate Tennis (GE) (1)

General education physical activity course on intermediate tennis. Offers the proficient tennis player the opportunity to further develop his/her game, together with mastering more advanced shot selection. Prerequisite: PER 116 or consent of instructor.

PER 217 Officiating (1)

Rules, mechanics, problems, and procedures in officiating for church, intramural, recreation and interscholastic programs.

PER 231 Intermediate Strength Training (GE) (1)

General education physical activity course on intermediate strength training. Further development and enhancement of strength training principles learned in beginning strength training. Special focus will be on developing an individualized, long-term weight-training program. Prerequisite: PER 131 or consent of instructor.

PER 247 Cooperative Education Programs (3)

Provides opportunities to explore career choices, participate in field trips, interview and evaluate agencies, prepare for internships or employment, acquire leadership skills, discuss ethics, and become familiar with resources in the field such as professional organizations, educational programs, research, etc. \$10 fee required.

PER 259R Physical Conditioning (0.5-1.0) (GE) (0.5)

Physical conditioning and skill acquisition for varsity and junior varsity sports. May be used for up to two (2) credit hours of the Core physical activity requirement. Prerequisite: consent of instructor.

PER 264 Introduction to Physical Training (2)

Introduction to the field of physical training and the first class in the series toward professional certification. Basic principles of periodization, strength training, nutrition, cardio respiratory endurance, body mechanics, physiology and program development.

PER 275R Topics in Physical Education and (3)

Topics in Physical Education and Recreation Administration.

PER 307 Program Planning and Leadership (3)

Develops a basic understanding of the history, philosophy, planning, organization, and management of recreation programming. Includes program development processes in creating and implementing opportunities for positive leisure experiences. Prerequisite: PER 207.

PER 314 Theory of Coaching Baseball/Softbal (2)

Develops knowledge and understanding necessary to teach skills, form philosophies, and work with issues surrounding the profession. Prerequisite: junior class standing or consent of instructor.

PER 316 Theory of Coaching Basketball (2)

The complex issues involved in coaching basketball as well as the techniques of teaching the mechanics. Prerequisite: junior class standing or consent of instructor.

PER 318 Theory of Coaching Soccer (2)

Correct techniques and strategies involved in coaching soccer as well as the numerous other duties involved in coaching. Prerequisite: junior class standing or consent of instructor.

PER 322 Theory of Coaching Football (2)

Develops basic knowledge of the skills, strategies and techniques used in the successful teaching and coaching of the game of football. Prerequisite: junior class standing or consent of instructor.

PER 324 Theory of Coaching Track/X-country (2)

Theory and methodology of training athletes in track and field and cross-country. Includes peripheral issues relevant to the successful coach. Prerequisite: junior class standing or consent of instructor.

PER 326 Theory of Coaching Volleyball (2)

Develops knowledge and understanding necessary to teach skills, form philosophies, and work with issues surrounding the profession. Prerequisite: junior class standing or consent of instructor.

PER 328 Theory of Coaching Wrestling (2)

Develops knowledge and understanding necessary to teach skills, form philosophies, and work with issues surrounding the profession. Prerequisite: junior class standing or consent of instructor.

PER 333 Foundations of Therapeutic (3)

Inclusion of persons with disabilities into all aspects of community life is becoming a reality. This course enables those entering into the physical education and leisure professions to respond to the needs of all consumers, including those with disabilities. Prerequisite: PER 207.

PER 338R Activity Programming and Outdoor (3)

Program development, implementation and evaluation in adventure recreation and outdoor

sports. This course focuses on outdoor leadership and exposes the student to a wide variety of adventure-based recreation activities. \$50 fee required. Prerequisite: PER 207

PER 363 Kinesiology (3)

Study of film and video for human movement evaluation, including data smoothing techniques. Quantitative kinematics and kinetic analysis including examples of gait, jumping, and lifting activities. Prerequisite: PER 207. Recommended: BIO 228.

PER 364 Introduction to Athletic Training (3)

Introduction to current practice in the treatment of athletic injuries. Includes immediate intervention therapy to minimize injury, injury assessment, assessment of injury causes, techniques to support healing of injuries, effective rehabilitative strategies, and use of athletic training protocols. Prerequisites: PER 207 and either BIO 228 or PER 363.

PER 365 Assessment and Curriculum (3)

Basic sport physiology, principles of training, individual differences and athletic injuries, physical demands of activities, sport-specific skill training, and how the body responds to different forms of exercise. Assessment of athletic ability and designing appropriate physical education classes or training programs. Prerequisite: PER 207.

PER 366 Motor Learning (3)

Study of theoretical constructs of knowledge and learning of motor learning principles related to response mechanisms, feedback motivation, stress anxiety factors, and the variables influencing the acquisition of motor skills. Prerequisites: PER 207 and 363.

PER 367 Psychology of Sport (3)

Historical perspectives, scientific and methodological approaches to behaviors demonstrated in athletics, and the effects on society. Prerequisites: junior or senior class standing and consent of instructor. Prerequisite: PER 207.

PER 374 Facility and Park Planning (3)

Planning theories, techniques, and issues affecting facility and park planning in municipal, private, and outdoor recreation. Methods of site design, resource inventory and allocation, architectural design, and maintenance of facilities such as swimming pools, gymnasiums, sports fields, trails, and tennis courts. Prerequisite: PER 207.

PER 375R Topics in Physical Education and (3)

Topics may include experiential learning, topical inquiry, and conceptual analysis in Physical Education and Recreation Administration. Prerequisite: PER 207.

PER 385R Directed Study in Physical Education (3)

Specific problems or areas of interest are investigated under the direction of a faculty advisor. Prerequisite: PER 207 and consent of instructor.

PER 399R Internship/Practicum in Physical Ed (3)

Participation in a variety of supervised practical experiences including commercial, governmental, municipal, athletic, travel/tourism, or wilderness adventure experiences, or in programs for special populations, arts, etc. Internship proposal must be approved before

registration. \$3 per credit hour fee required. Prerequisites: PER 207, 307, and consent of instructor.

PER 407 Research and Evaluation (3)

Methods of research and evaluation including surveys, experiments, cost-benefit analyses, importance-performance analysis, personnel evaluation, data processing and analysis, and display and interpretation of data. Research/evaluation project required. Cross-listed with FCD 407. Prerequisite: MAT 221.

PER 413 Legal and Financial Aspects of Phys (3)

Study of the roles, philosophies and strategies of management, emphasizing that management must be informed and adaptable if it is to remain viable. Prerequisites: PER 207 and 307.

PER 499 Sr. Internship/Project in Physical (6)

Full-time professional internship. Practical experiences include commercial, governmental, municipal, athletic, travel/tourism, or wilderness adventure experiences, or participation in programs for special populations, arts, etc. Internship proposal must be approved before registration. \$3 per credit hour fee required. Prerequisites: PER 207, 307, 399, and consent of instructor.

Physics Courses

PHY 114 Physical Science (GE) (4)

This course is an introduction to the basic scientific principles of Physics, Chemistry, Astronomy and Geology. Attendance at weekly lab sessions is required. During these lab sections, students will make observations, take data, make predictions and verify them using simple calculations.

PHY 117 Physics Fundamentals (GE) (3)

A qualitative treatment of the fundamental principles of classical and modern physics. Examines modern applications of technology and ideas that stem from these basic principles. Investigates how science and modern society influence each other. Satisfies the physical science without a lab requirement in the Core. Prerequisites: none.

PHY 126 Astronomy (GE) (3)

Study of the motion, physical properties, evolution, and environments of the sun, moon, planets, and stars. Includes observing activities.

PHY 175R Topics in Physics (3)

Topics in physics.

PHY 201 General Physics I (GE) (4)

General principles of physics including one- and two-dimensional motion, rotational motion, and conservation of momentum and energy. Includes a laboratory component. Prerequisite: MAT 115 or consent of instructor.

PHY 202 General Physics II (4)

General principles of physics including waves, electricity, magnetism, relativity, and modern physics. Includes a laboratory component. Prerequisite: PHY 201 with a grade of "C-" or better.

PHY 275R Topics in Physics (3)

Topics in physics.

PHY 375R Topics in Physics (3)

Topics in physics. Prerequisite: consent of instructor.

PHY 385R Directed Study in Physics (3)

Directed Study in Physics. Prerequisite: Consent of instructor.

PHY 399 Internship/Practicum in Physics (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

Politics Courses

POL 210 Western Political Heritage I (GE) (3)

An introduction to basic questions in political thought, through a reading of Plato, Thucydides, Aristotle, Cicero, and Augustine, and an examination of the Greek city-state and the Roman empire. No prerequisite.

POL 215 Western Political Heritage II (GE) (3)

An introduction to basic questions in political thought, through a reading of major thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, and Marx, and an examination of the modern democratic state and 20th century totalitarianism. No prerequisite.

POL 223 American Government and Politics (GE) (3)

An introduction to the political history and political institutions of the United States of America, as well as the most important normative and social-scientific questions concerning the American regime. Readings include classic texts in American politics and American political thought, as well as an introductory text in American politics. No prerequisite.

POL 233 Comparative Politics (GE) (3)

An introduction to some of the most important concepts and theoretical approaches in political science, along with a comparative examination of the historical and contemporary politics of several countries. Examples are drawn from Europe, the Americas, Africa and Asia, with emphasis on the structure, functions, and operations of the political systems in each selected country. No prerequisite.

POL 245 International Politics (GE) (3)

An introduction to some of the most important concepts and theories in international relations,

including theories of war and conflict, an understanding of levels of analysis, and the study of international law, international organizations, and international political economy. This course also includes an examination of history of international relations in the past two centuries. No prerequisite.

POL 275R Topics in Politics (1)

POL 315R Topics in Political Theory (3)

A 300-level course in political theory, designed for junior and senior politics majors, or other students who have completed the core offerings in philosophy or politics. Likely subjects include American political thought, Christian political theology, political ideology, and contemporary political theory. Prerequisite: LIB 110 or POL 213

POL 325R Topics in American Politics (3)

A 300-level course in American politics, designed for junior and senior politics majors, or other students who have completed POL 223. Likely topics include Congress, the Presidency, state and local politics, Virginia politics, and American federalism. Prerequisite: POL 223.

POL 335R Topics in Comparative Politics (3)

POL 345R Topics in International Relations (3)

POL 363 Constitutional Law (3)

An introduction to the United States Constitution, its history, development, and provisions, with an examination of the Supreme Court decisions which have shaped the “living Constitution.” Prerequisite: HIS 220 or POL 223.

POL 365R Topics in Law and Public Policy (3)

An introduction to the study of family relationships, their societal repercussions, and governmental responses, with emphasis on fatherhood, motherhood, child custody and support, juvenile intervention methods, and less restrictive alternatives to incarceration. Prerequisite: POL 223 or consent of instructor.

POL 375R Topics in Politics (3)

Topics in politics. Prerequisite: consent of instructor.

POL 385R Directed Study in Politics (3)

Directed study in politics. Prerequisite: consent of instructor.

POL 399 Internship/Practicum in Politics (3)

Prerequisite: Consent of the Instructor

POL 475R Topics in Politics (3)

POL 497 Research Methods for Senior Paper in Politics (1)

POL 498 Politics Senior Paper (1)

POL 499 Internship/Practicum in Politics (3)

Prerequisite: Consent of the instructor.

Psychology Courses

PSY 105 General Psychology (GE) (3)

This is a required course for Psychology majors and minors. An overview of the major areas of study in the field of psychology. Introduction to concepts and critical thinking skills that are used in psychology and that will help students learn to think like a psychologist. Major theoretical perspectives in psychology, research methods, and concepts from different content areas such as physiological psychology, developmental psychology, social psychology, cognitive psychology, and many others will be covered. There are no prerequisites for this course.

PSY 230 Lifespan Development (3)

This course explores various aspects of human development (cognitive, social, physical, psychological) from conception to death. Developmental concepts and theories will be reviewed and applied in the study of the various stages of life. Prerequisite: PSY 105.

PSY 275R Topics in Psychology (3)

Topics in psychology.

PSY 290 Research Methods (3)

This is a required course for Psychology majors. This course will provide students with an opportunity to create, conduct, analyze and interpret (quasi)experimental research. Students will also refine their ability to analyze claims made by a variety of sources. Prerequisite: PSY 105.

PSY 310 Cultural Psychology (3)

This course will explore the principles, theories, and applications of multiculturalism. Students will examine one's own sense of self and others' identity, beliefs and assumptions, and behaviors. Theories, research, and skills will be explored so that students can acquire the necessary multicultural competencies for effective work with individuals from diverse backgrounds (i.e., culture, race, ethnicity, class, age, religion & gender) in multicultural environments (i.e., public schools, community organizations). Prerequisite: PSY 105.

PSY 320 Social Psychology (3)

A study of the individual's influence upon the group and vice versa. Topics include deciding whether to help those in need, explaining romantic attraction, overcoming racial and ethnic stereotyping, conforming to group expectations, and leading effectively. Prerequisite: PSY 105.

PSY 323 Industrial/Organizational Psychology (3)

Designed to introduce you to a variety of topics, concepts, and principles relevant to understanding and improving people at work from the time they enter the labor force until retirement as well as the organizations in which they work. This course focuses on understanding the psychological bases of work behaviors, cognition, and emotions. Additionally, the practices that can be implemented to create a good fit between employees' characteristics and work demands is also covered. We will address a number of topics during this class, including the structure/characteristics of jobs, techniques for assessing and supporting employee performance, selecting and training a workforce, and the various mechanisms that influence employee motivation and attitudes, among other areas. Prerequisite: PSY 105

PSY 325 Psychology of Leadership (3)

The Psychology of Leadership course will examine leadership behavior in its many forms and facets. We will look at pros and cons of various leadership styles, focusing on the lives and examples of famous and not-so-famous leaders. We will explore the leadership characteristics that each one of us possesses. In keeping with the mission of SVU, emphasis will be placed on increasing understanding and application of servant leadership. Prerequisite: PSY 105

PSY 327 Psychology of Humor (3)

Humor is a ubiquitous and intriguing aspect of everyday life that touches on all areas of psychology. For example, humor may be viewed from the perspectives of personality, social, biological, developmental, cognitive, and clinical psychology. The purpose of this course is to examine ways in which theoretical and empirical methods drawn from each of these areas of psychology have been applied to the various phenomena of humor. Prerequisite: PSY 105

PSY 330 Cognitive Psychology (3)

This course examines some of the basic theories about what makes the human mind special, and why we think the way we do. Students in this course explore how the human mind processes information. This includes studying what the human mind is, how it develops through the lifespan, how it accomplishes the extraordinary achievements necessary for day-to-day living, and what happens when something goes wrong. Some major topics in this class include: perception, attention, memory, imagery, language, problem solving, and decision-making. Prerequisite: PSY 105

PSY 333 Psychology of Learning (3)

This course will focus on both how humans and animals learn, and on what we learn. Themes that will be covered include operant conditioning, classical conditioning, and vicarious learning. Modern applications of learning, such as applied behavior analysis and behavior modification techniques, will also be reviewed. Prerequisite: PSY 105.

PSY 335 Positive Psychology (3)

This course reviews recent advances in social and behavioral sciences relating to self-improvement and the attainment of happiness and "the good life" by exploring and applying

topics such as personal values, skill and talent development, motivation, concentration, habits, routines and willpower. Prerequisite: PSY 105

PSY 340 Performance and Sports Psychology (3)

This course will focus on the psychological factors related to performance, be it in athletics, drama, dance, music, public speaking, et cetera. You will explore how social and psychological variables influence participation and performance in various activities. We will examine how such participation affects the psychological well-being of the individual. Prerequisite: PSY 105.

PSY 342 Sensation and Perception (3)

The purpose of this course is to review how information travels from the external environment to the brain (sensation), and how our experiences and expectations affect how we interpret environmental inputs (perception). Prerequisite: PSY 105. Recommended: Completion of the SVU Core Curriculum Life Science and Physical Science requirements.

PSY 345 Abnormal Psychology (3)

This is a required course for Psychology majors and minors. Study of the dynamics of maladjustment; major psychological disorders and therapeutic procedures. Prerequisite: PSY 105.

PSY 348 Psychology of Addiction (3)

The focus of this course is perspectives that inform how we understand addiction. Topics to be covered include: what is addiction, perspectives of addiction, developmental, social, and psychological aspects of addiction. Prevention efforts and treatment techniques will also be reviewed. Prerequisite: PSY 105.

PSY 350 Behavioral Neuroscience (3)

The purpose of this course is to examine basic principles of behavioral neuroscience. After reviewing the biological bases of behavior, a variety of behaviors, both pathologic and healthy, will be reviewed. Special emphasis will be given to brain functioning and behavior under normal conditions. Topics that may be discussed include functional neuroanatomy, neurotransmission, development of the brain and behavior, emotions and mental disorders, among others. Prerequisite: PSY 105. Recommended: Completion of the SVU Core Curriculum Life Science and Physical Science requirements.

PSY 355 Theories of Personality (3)

Theories of Personality – This course is a survey of the main theories and theorists of personality. Often a prerequisite course for graduate programs in psychology, Theories of Personality coursework will help students better understand themselves as well as how personalities develop and are sustained across a lifetime. Through lecture, discussions, readings, and experiential activities, a student will explore topics, principles, and theories related to identity and self-esteem, motivation and drive, stress and coping. Prerequisite: PSY 105.

PSY 375R Topics in Psychology (var.)

Topics in Psychology.

PSY 399 Internship/Practicum (var.)

This course is held on an individual basis, and is intended for students who wish to pursue an internship – either on campus, or out in the community. Please talk to 1 of the Psychology faculty if you are interested in completing an internship or practicum. Prerequisite: permission of Psychology faculty member.

PSY 420 Psychopharmacology (3)

This course examines how psychoactive drugs (both medications and drugs of abuse) get into the brain, how they create an effect while in the brain, and the processes that help the body remove drug from the body (pharmacokinetics and pharmacodynamics). The effects of several classes of drugs, both abused and medicinal drugs, are also discussed. Prerequisite: PSY 105. Recommended: Completion of the SVU Core Curriculum Life Science and Physical Science requirements.

PSY 430 Experimental Methods (3)

Students in this course will design, carry out, interpret and analyze original psychological research projects, either alone or in small groups. It is recommended that students complete this course shortly after completing the prerequisites. Prerequisites: PSY 105, MAT 221, PSY 290

PSY 440 Counseling Psychology (3)

The purpose of this course is to introduce the student to the counseling professions with an overview of professional identity and function, ethics, history, theories of counseling, cultural competency, credentialing, and licensure process for each area of specialty in the field. Prerequisite: PSY 105.

PSY 450 History and Systems of Psychology (3)

This is a required course for Psychology majors. This course provides a high-level overview of psychology as a distinct discipline. This course will help you develop a greater sense of who you are as a psychologist. Material from other courses will be integrated as we review broad themes from throughout the history of psychology, and compare the various schools of thought within psychology. You will be encouraged to evaluate these themes with regards to how you feel about yourself as a psychologist. The Major Field Test for Psychology will be administered as part of this course. This course serves as the senior capstone course. Prerequisites: PSY 105, at least 15 credits of completed PSY courses, and senior standing.

PSY 475 Senior Topics in Psychology (3)

Topics in Psychology.

PSY 499 Internship/Practicum (var.)

This class is run on an individual basis, and is intended for students completing a second internship, either on campus or in the community.

Science Courses

SCI 175R Topics in Science (3)

Topics in science.

SCI 275R Topics in Science (3)

Topics in Science

SCI 375R Topics in Science (3)

Topics in science. Prerequisite: consent of instructor.

Service Courses

SER 099 Topics in Service (0)

SER 103 Becoming a Leader-Servant (GE) (1)

Introduction to the leader-servant mission of Southern Virginia University. Through lecture, discussion, and exercises, students will explore the importance of scholarship and discipleship in becoming leader-servants. Students will also explore each of the university's core values and how those values can be incorporated into daily life. Attendance at lectures, forums, and devotionals required. Satisfies the core curriculum requirement for leadership and service.

SER 175R Topics in Service (1)

Topics in service. 1 credit hour for 34 hours of community service; 1.5 credit hours for 51 hours of community service; 2 credit hours for 68 hours of community service.

SER 275R Topics in Service (1)

Topics in service. 1 credit hour for 48 hours of community service; 1.5 credit hours for 72 hours of community service; 2 credit hours for 96 hours of community service.

SER 375R Topics in Service (1)

Topics in service. 1 credit hour for 48 hours of community service; 1.5 credit hours for 72 hours of community service; 2 credit hours for 96 hours of community service.

SER 385R Directed study in Service (1)

Directed study in service. 1 credit hour for 48 hours of community service; 1.5 credit hours for 72 hours of community service; 2 credit hours for 96 hours of community service. May be used toward general education service requirement. Prerequisite: consent of instructor.

SER 399 Internship/Practicum in Service (3)

Additional credit for large service projects. Proposals for projects may come from service areas of Community Outreach listed above. Students provide their own transportation. 1 credit hour for 48 hours of community service; 1.5 credit hours for 72 hours of community service; 2 credit hours for 96 hours of community service. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

Skills for Life Courses

SKL 103 Career Exploration and Social Intelligence (1)**SKL 175R Topics in Skills for Life (3)**

Topics in Skills for Life.

SKL 275R Topics in Skills For Life (3)

Topics in Skills for Life. Post-college and internship/practicum preparation course. Focuses on discovery, exploration, and preparation for career, interim jobs, and graduate school; effective presentation of one's purposes, skills, and interests through resumes, cover letters, and interviews; and getting good junior-year internships in fields such as the arts, humanities, business, and government. Prerequisite: junior or senior class standing.

SKL 375R Topics in Skills for Life (3)

Topics in Skills for Life. Prerequisite: consent of instructor.

Social Science Courses

SBS 175R Topics in Social Behavioral Science (3)**SBS 275R Topics in Social and Behavioral Science (3)**

Topics in the social and behavioral sciences

SBS 303 Social Problems (3)

A study of social problems of the day both in America and other countries, including their complexity and effects. Prerequisite: SBS 103 or instructor approval.

SBS 375R Topics in Social and Behavioral Science (3)

Topics in the social and behavioral sciences. Prerequisite: instructor approval.

Spanish Courses

SPN 101 Spanish I (GE) (4)

Introduction to the basic principles and structure of the Spanish language through emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component.

SPN 102 Spanish II (GE) (4)

Continuation of SPN 101. Further introduction to the basic principles and structure of the Spanish language through emphasis on pronunciation, comprehension, and conversation. Includes a laboratory component. Prerequisite: A grade of C- or better in SPN 101, placement test score, or consent of instructor.

SPN 175R Topics in Spanish (3)

Topics in Spanish.

SPN 201 Spanish III (GE) (4)

Review of grammar, reading, writing, and conversation. Prerequisite: A grade of C- or better in SPN 102 or placement test score.

SPN 275R Topics in Spanish (3)

Topics in Spanish.

SPN 300 Study Abroad: Spanish Immersion (3)

Culture, literature, and grammatical concerns taught in an immersion environment. Entrance class for non-returned missionaries. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 306 Spanish Grammar and Writing (3)

Introduction of culture, literature, and grammatical concerns through reading and writing about culture, short stories, novels, and drama in Spanish. First class for returned missionaries or others with significant experience abroad. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 324 Advanced Spanish Grammar (3)

Intensive study and practice with Spanish grammar, vocabulary, and writing. Prerequisite: A grade of C- or better in SPN 300 or 306.

SPN 326 Spanish Phonetics and Pronunciation (3)

Underlying concepts of Spanish speech production, phonetics, phonology, and applications to pronunciation. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 328 Introduction to Spanish Translation and Interpretation (3)

Introduction to the history, theory, and principles of translation and interpretation. Prerequisite: SPN 306.

SPN 330 Introduction to Spanish Literature (3)

Readings in modern Hispanic literatures, focusing on formal literary analysis. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 360 Culture of Spain (3)

Culture, history, art, music, and traditions of Spain. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 365 Culture of Spanish America (3)

Culture, history, art, music, and traditions of Spanish America. Prerequisite: A grade of C- or better in SPN 202 or demonstrated competency in Spanish at the intermediate level.

SPN 375R Topics in Spanish (3)

Topics in Spanish. Prerequisite: A grade of C- or better in SPN 300 or 306.

SPN 385R Directed Study in Spanish (3)

Directed study in Spanish. Prerequisite: consent of instructor.

SPN 399 Internship/Practicum in Spanish (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisite: consent of instructor.

SPN 403 Advanced Studies in Spanish Linguistics (3)

Introduction to linguistics of Spanish: morphology, syntax, semantics, history of the Spanish language, etc. Prerequisite: A grade of C- or better in SPN 324 (or concurrently with SPN 324).

SPN 440 Survey to Iberian Literature (3)

Readings in Spanish with an emphasis on literary analysis. Prerequisite: A grade of C- or better in SPN 330 or ENG 225.

SPN 450 Survey of Spanish American Literature (3)

Readings in Spanish with an emphasis on literary analysis. Prerequisite: A grade of C- or better in SPN 330 or ENG 225.

SPN 475R Topics in Spanish (3)

Topics in Spanish. Prerequisite: A grade of C- or better in SPN 324.

SPN 491 Senior Proficiency Evaluation (1)

Tool course to meet oral proficiency requirement for all majors. Prerequisite: SPN 324, 330, 360 and senior class standing.

SPN 498 Senior Paper (2)

Bibliography, research, and writing of senior thesis. Recommended for students planning graduate studies in Spanish. Prerequisite: SPN 324, 330, 360 and senior class standing.

SPN 499 Senior Internship/Practicum in Spanish (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal

must be approved before registration. Prerequisite: SPN 324, 330, 360, senior class standing, and consent of instructor.

Theatre Courses

THE 106 Stagecraft (GE) (3)

Basic techniques of theatrical set construction, lighting, sound, and allied crafts. Participation in development and implementation of SVU theatre productions.

THE 110 Acting I (GE) (3)

Philosophy and basic techniques of acting, including character interactions, transitions, the structuring of acting, and improvisation.

THE 175R Topics in Theatre (3)

Topics in theatre.

THE 206 Introduction to Production Design (3)

Basic tools, techniques, and theories of set, lighting, costume, and sound design for theatrical productions.

THE 208 Scene Painting (3)

Introduction to techniques, tools, and materials employed in theatrical scene painting. Students may participate in development and implementation of SVU theater productions.

THE 210 Acting II (3)

Introduction to scene work including improvisations and performance of scenes and monologues. Prerequisite: THE 110.

THE 215 Introduction to Theatre History (GE) (3)

An introduction to the history of Western theatre.

THE 230R Applied Theatre I (1)

Practical experience in the technical and administrative aspects of theatrical production.

THE 275R Topics in Theatre (3)

Topics in theatre.

THE 310 Acting III (3)

Advanced acting techniques as applied to musical theatre. Prerequisite: THE 210.

THE 313 Set Design (3)

Vocabulary, skills design concepts, and artistic elements of theatrical set design. Prerequisite: THE 206 or consent of instructor.

THE 314 Lighting Design (3)

Basic vocabulary and skills in lighting production. Participation in the lighting process of SVU theatrical productions. Prerequisite: THE 206 or consent of instructor.

THE 330R Applied Theatre II (1)

Practical experience in the performance and technical aspects of theatrical production.

THE 331 Directing (3)

Study of the elements of drama as they exist in play scripts. Prerequisite: THE 210 or consent of instructor.

THE 340 Dramatic Literature of Western Civilization (3)

A survey of dramatic literature exploring the development of great Western drama from the Greeks to American theatre of the mid 20th century through critical reading of selected texts. Prerequisite: THE 110 or 215.

THE 341 Playwriting (3)

Creation of style and technique in playwriting; discipline and practice of the writer. Includes discussion of student work and the reading of contemporary plays. Conferences with instructor. Cross-listed with ENG 341. Prerequisite: ENG 120.

THE 345 Contemporary Dramatic Literature (3)

Study of the drama of the last twenty-five years. Includes prepared oral reading in class. Prerequisite: THE 110 or 215.

THE 358 Theatre Makeup (3)

Practical exploration in the techniques of theatrical makeup. Prerequisite: THE 206 or consent of instructor.

THE 375R Topics in Theatre (3)

Topics in theatre. Prerequisite: consent of instructor.

THE 385R Directed Study in Theatre (3)

Directed study in theatre. Prerequisite: consent of instructor.

THE 399R Theatre Practicum (1)

Credit for advanced acting in or major technical support for a main stage production where acquired knowledge and skills will be practically applied. A written report of the process is required.

THE 410 Acting IV: Period Styles (3)

Acting styles as applied to dramatic literature prior to the modern period. Prerequisite: THE 310.

THE 498 Senior Project (2)

Senior project in theatre. Must be approved by program coordinator prior to registration. Prerequisites: senior class standing, consent of instructor, and theatre major.

THE 499 Senior Internship/Practicum in Theatre (3)

Internship or practicum in field of potential employment or advanced study. Internship proposal must be approved before registration. Prerequisites: senior class standing, consent of instructor, and theatre major.

Writing Courses

WRI 110 Introduction to Composition (3)

Introduction to college writing, with an emphasis on developing the ability to express one's ideas and personal experiences in a clear and convincing manner. Students receive instruction in the elements of composition (thesis development, paragraphing, and selection and organization of evidence) and hone their ability to identify and repair major grammatical errors. Attention is given to strengthening oral communication and developing vocabulary. Students also receive instruction concerning how to access and use learning resources provided by the university. ENG 110 is for students who would benefit from additional preparation prior to ENG 120, generally those with ACT verbal scores of 20 or lower, or SAT verbal scores of 500 or lower, with final placement based on the results of the SVU writing proficiency test. Students must pass ENG 110 with a C- or better before proceeding to WRI 120 College Composition.

WRI 120 College Composition (GE) (3)

Development of critical thinking skills through reading, writing, and speaking with an emphasis on refining one's ability to identify, propose, and defend text-based claims. Includes guidance in analytical reading as well as instruction in the writing, editing, and research processes. Students also receive instruction concerning how to access and use learning resources provided by the university. This course is for those students prepared for the rigors of college writing, generally those with a SAT verbal score of 510 or higher or an ACT verbal score of 21 or higher, with final placement based on the results of the SVU writing proficiency test. ENG 120 required for all first-year students, but waived for those scoring 4 or 5 on the Advanced Placement English Language and Composition Test.

WRI 219R Journalism and Public Communication (Var.)

Journalism and newspaper production. Students are part of *The Herald* staff and contribute to the content and production of the newspaper. Prerequisite: consent of the instructor.

WRI 320 Advanced Writing (GE) (3)

An advanced writing course with a rhetorical writing curriculum. To be taken by the end of the junior year.

Faculty Divisions

Division of Arts

Eric Hanson, Chair

Includes the faculty in art, music, and theatre.

Division of Business Management and Leadership and Psychology

Jeff Batis, Chair

Includes the faculty in business, economics, family and human development, and psychology.

Division of Humanities

James Lambert, Chair

Includes the faculty in English, humanities, liberal arts, and philosophy.

Division of Mathematics and Science

Roger Johnson, Chair

Includes the faculty in biology, chemistry, computer science, mathematics, and physics.

Division of Social Sciences

Iana Konstantinova, Chair

Includes the faculty in education, history, languages, physical education, and politics.

Financial Policies

Southern Virginia University reserves the right to make changes to requirements, fees, course offerings, or other specified policies at any time. The university neither gives final examinations, grants a degree, nor issues grade reports or transcripts of credits unless satisfactory arrangements have been made with Student Financial Services for payment of all fees. Should payment of any fee become delinquent (five days overdue) the student may be excluded from classes, and future use of credit may be denied.

Financial Arrangements

Students who fail to make financial arrangements by the appropriate deadline may incur a late fee equal to 3% of their unpaid balance and may be deregistered or required to register during a late registration period.

The cumulative total for each student, including payments, scholarships, grants or loans, must equal or exceed the net amount due for the student in order for financial arrangements to be considered arranged. Students who increase or decrease their hours during the add/drop period will have their bills and scholarships adjusted accordingly at the end of the add/drop period with fees payable upon receipt of the bill.

Nonpayment

No student may be enrolled in or attend classes until financial arrangements as described above have been made. Nonpayment of Tuition Installment Plan payments may result in the student being administratively dropped from classes. No grades for classes, transcripts, or diplomas will be issued to a student with unpaid bills.

By federal law, students for whom the Veteran's Administration has not yet paid tuition and fees for their veteran's benefits under the Post 9/11 GI Bill (Chapter 33) or Vocational Rehabilitation and Employment Services (Chapter 31) are not subject to the university's usual holds, restrictions, or late fees for such monies.

Withdrawal

The student's responsibility for payment of financial obligations to the university applies regardless of whether the student withdraws from school voluntarily or involuntarily for any reason, or whether his or her financial arrangements, such as loans, grants, or other student financial aid are not approved or reduced or remanded because of his or her premature withdrawal.

Scholarship Policies

Scholarships are awarded to full-time students and are applied to tuition. Most Southern Virginia University scholarships are awarded for an academic year unless otherwise stipulated. Students

attending only one semester will have their award adjusted to accommodate the one semester of attendance.

Students who drop below full-time status (12 credit hours) will lose their scholarships for that semester. Part-time students may receive additional funds from federal, state, and private sources other than the university.

The amount of institutional scholarships is contingent upon the availability of funds.

Miscellaneous & Student Incurred Fees

Transcript Fee*	\$5
Student ID Card Replacement	\$25
Key Replacement	\$25
Late Tuition Payment	\$30
Check Cancellation & Reissue	\$40
Returned Check	\$40
Graduation Fee**	\$100
Student Teaching Fee	\$2,500
Course Fees***	Varies

*First ten transcripts are free for graduates.

**Must be paid irrespective of participation in commencement exercises.

***Only applicable in specified courses.

Refund Policies

Students who withdraw from Southern Virginia or receive excess financial aid may be eligible for a refund.

Note: Southern Virginia University operates on an annual budget with commitments for faculty salaries and educational and operating expenses made a full year in advance. Therefore, Southern Virginia's refund policy is equitable to the university and its students. Amounts owed to Southern Virginia University—such as tuition, room and board, parking fines, or disciplinary fines—will be deducted from any refund due before it is disbursed.

Refunds Prior to Attendance

Students who notify the university that they will not be attending Southern Virginia prior to the first day of classes will receive a full refund of any monies paid toward that semester's term's expenses, including tuition, room, board, etc.

Deposits will not be refunded if notification is received after May 1st (for Fall Semester) or December 1st (for Spring Semester). Please allow two to three weeks for refund processing.

Refunds Due to Excess Funds

When the university receives a payment on behalf of the student for federal, state, or other non-institutional aid (scholarships, grants, loans, etc.), it is applied to the student's account. Any excess funds will be refunded to the student.

The university may not receive many types of aid, particularly federal student aid, until after the census date, which typically occurs shortly after the two-week add/drop period ends. There may be other factors that delay payment including when the aid was applied for and consummated. In no case will the university make any remittance or advance prior to actually receiving the payment from the paying institution. Students should make arrangements to sustain themselves until the remittance can be made.

Refund Check

Southern Virginia makes refunds due from federal funds available in check form or via electronic deposit to a bank account that the student designates. Student Financial Services refunds within the federal standard of 14 days from the time the credit appears on the student account after the transaction has been posted (this generally occurs the week after Add/Drop has ended). This means that checks or electronic deposits are typically ready about one month after the semester has begun.

Because the credit from a loan or scholarship can appear on a student's account at different times after the beginning of the semester, financial aid will not be applied to a student's account until he or she has completed all of the applicable requirements determined by federal, state, and institutional policies.

Refunds Due to Withdrawal

If a student withdraws from the university at any time before the "Add/Drop deadline," he or she will receive a 100-percent refund of tuition paid by or on behalf of the student from private resources (as opposed to payments from federal, state or university financial aid programs, including the Guaranteed Student Loan program). They also will forfeit the \$250 Registration deposit.

If a student withdraws or separates from the university following the "Add/Drop deadline" for Fall or Spring Semester, refunds for tuition will be granted according to the academic week within which the student withdraws or is withdrawn, as displayed in the table below. An academic week is defined as beginning on Monday and ending the following Sunday, or any part thereof.

Week 1	100%
Week 2	100%
Week 3	75%
Week 4	50%

Week 5	25%
Week 6	25%
Week 7	25%
Week 8	25%
Week 9	No Refund

If the student withdraws after nine weeks of classes in the fall or spring semester, whether voluntarily or involuntarily, tuition is non-refundable. Should a student withdraw the first day of classes or after, the costs will be charged in accordance with both the refund policy of the university and federal student aid refund policy.

The student's responsibility for payment of financial obligations to the university applies regardless of whether the student withdraws from school voluntarily or involuntarily for any reason, or whether his or her financial arrangements, such as loans, grants, or other student financial aid are not approved or reduced or remanded because of his or her premature withdrawal.

Note: The date of withdrawal used to compute refunds is the date determined by the Registrar's Office and indicated on the withdrawal form. The withdrawal process must commence through the Registrar's Office where withdrawal forms are located.

Meals and Residence Fee Refunds

If a student withdraws or separates from the university before the first day of classes for the Fall or Spring Semester, the full amount of the residence fee and meal plan already paid by or on behalf of the student from private resources (as opposed to payments from federal, state or university financial aid programs, including the Guaranteed Student Loan program), will be refunded.

These funds only will be refunded if written notice is presented to Student Financial Services prior to the first day of classes. If a student withdraws or separates from the university on the first day of classes or later for the Fall or Spring Semester, refunds will be granted according to the table below.

Week 1	90%
Week 2	80%
Week 3	70%
Week 4	60%
Week 5	50%
Week 6	40%
Week 7	30%
Week 8	20%
Week 9	10%

Week 10 No Refund

Students in student housing will be charged according to the table above for each week they lived on campus. Any excess balances will be refunded.

The date of withdrawal used to compute refunds is the date that a completed withdrawal form is presented to the appropriate person in the Registrar's Office. The withdrawal process must commence through the Registrar's Office where withdrawal forms are located.

Federal Aid (Title IV Funds) Refunds

Federal regulations require federal financial aid recipients who completely withdraw from the university on or before the 60-percent point in the enrollment period to return a percentage of the federal aid funds disbursed. This amount is calculated according to Federal Title IV refund regulations.

Southern Virginia must return the unearned aid for which the university is responsible by repaying the funds to the following sources, in order, up to the total net amount disbursed from each source:

- Unsubsidized Stafford Loan
- Subsidized Stafford Loan
- Plus Parent Loan
- Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)

After Southern Virginia has returned unearned funds to the federal government, for which it is responsible, the student must return assistance for which the student is responsible. Returning funds to the federal government may result in the student owing a balance to the university.

Virginia Tuition Assistance Grant (VTAG) Refunds

If a student withdraws prior to the last day of add/drop (the census date), the student is ineligible for VTAG; however, the student will still be responsible for the financial obligations to the university that would have been covered by the VTAG. If the student withdraws after the last day of add/drop (the census date) that student will receive a prorated award based on the tuition refund policy of the university.

FLATS Test Information

The Foreign Language Achievement Testing Service (FLATS) is a test of language proficiency available in over 50 foreign languages. It allows students with substantial previous experience in a foreign language to receive up to 12 pass/fail credit hours. The FLATS test is offered through

the Humanities Technology and Research Support Center (HTRSC) at Brigham Young University and proctored at Southern Virginia University by the Registrar's Office.

To register for an exam, complete the FLATS Registration Form using the information below and pay the \$50 registration fee. After the Registrar's Office receives the FLATS test, they will notify the student through their Southern Virginia email and schedule a time to administer the exam.

[FLATS Registration Form](#)

Proctor Information

Name: **Whitney Larsen**
Department: **Registrar**
University: **Southern Virginia University**
Address: **One University Hill Drive**
City/State/Zip: **Buena Vista, VA 24416**
Phone: **540-261-4343**
E-mail: **registrar@svu.edu**

Additional Results Sent To:

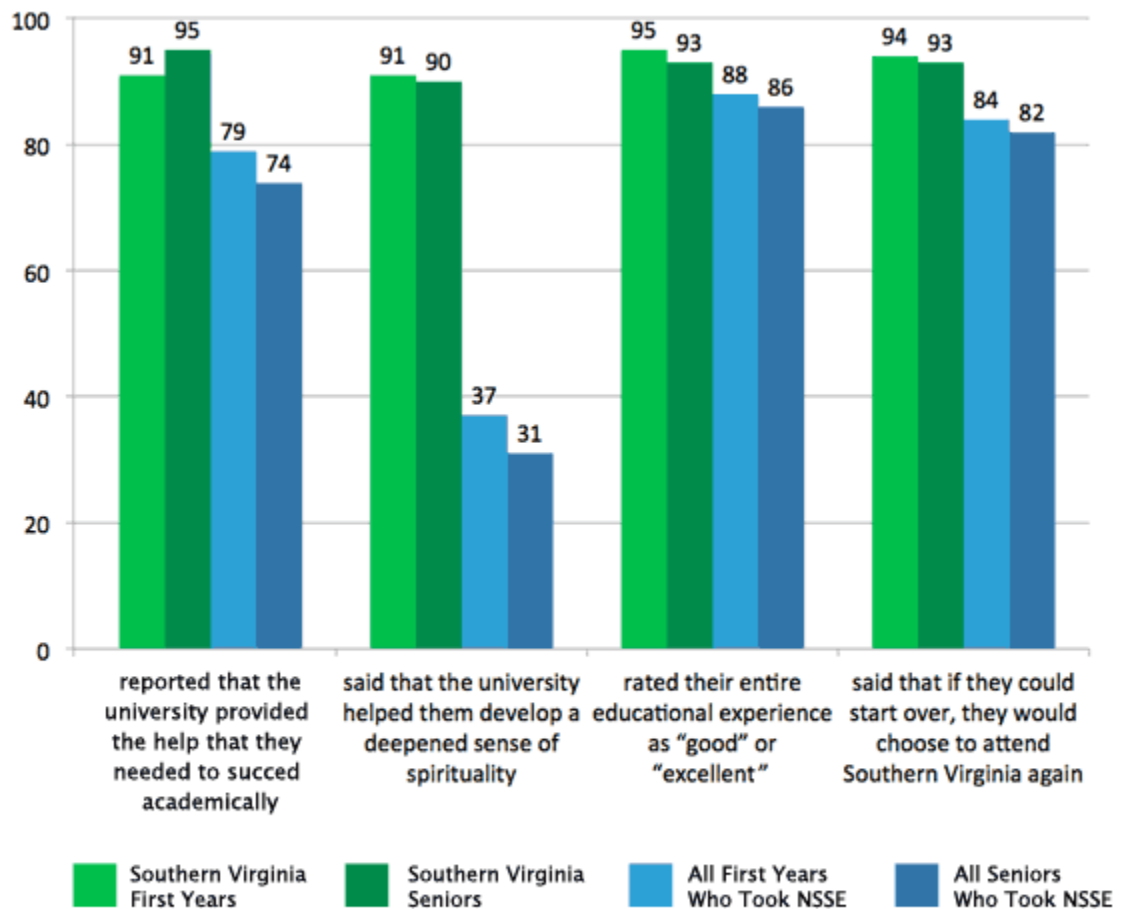
Name: **Dr. T.R. Porter**
Department: **Foreign Language**
University: **Southern Virginia University**
Address: **One University Hill Drive**
City/State/Zip: **Buena Vista, VA 24416**
Phone: **540-261-4270**
E-mail: **tr.porter@svu.edu**

General Institutional Information

State Council for Higher Education in Virginia Institutional Profile

The State Council of Higher Education for Virginia (SCHEV) certifies Southern Virginia University to operate and grant baccalaureate degrees. SCHEV maintains a [profile of Southern Virginia University](#).

National Survey of Student Engagement



Source: 2012 National Survey of Student Engagement

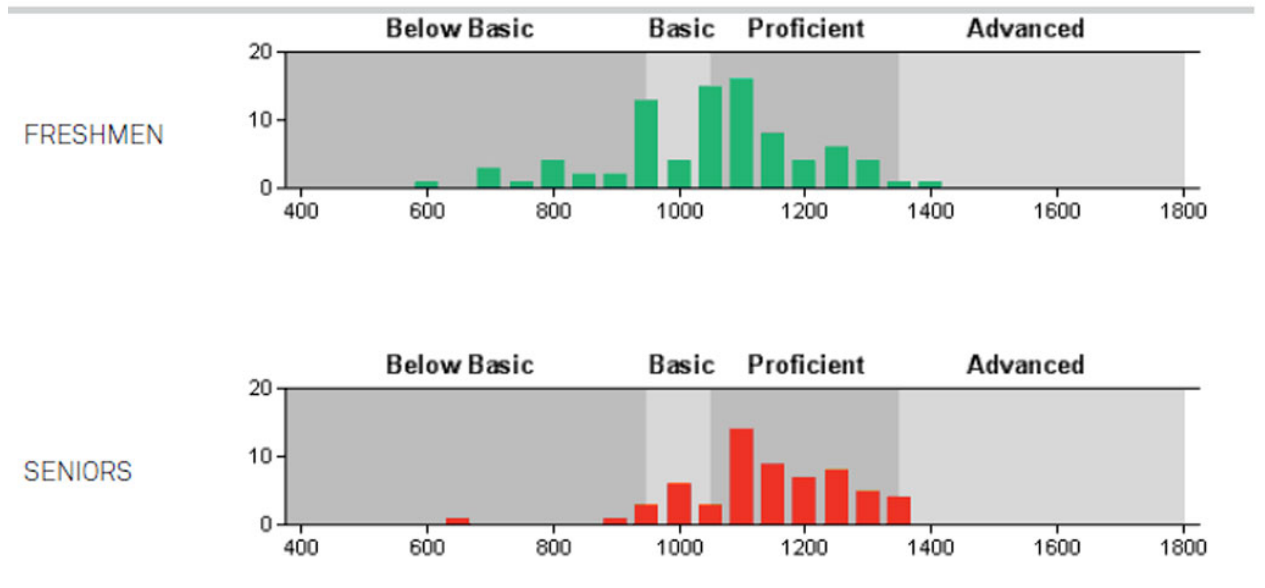
Collegiate Learning Assessment (CLA+)

CLA+ includes two major components: a Performance Task (PT) and a series of Selected-Response Questions (SRQs). The Performance Task presents students with a real-world situation that requires a purposeful written response. Students are asked to address an issue, propose the

solution to a problem, or recommend a course of action to resolve a conflict. They are instructed to support their responses by utilizing information provided in a Document Library. This repository contains a variety of reference materials, such as technical reports, data tables, newspaper articles, office memoranda, and emails. A full Performance Task includes four to nine documents in the library. In the second part of the examination, students are asked to answer 25 Selected-Response Questions. Ten questions measure scientific and quantitative reasoning, and ten measure critical reading and evaluation. Another five questions call for students to critique arguments by identifying logical flaws and questionable assumptions. Like the PT, the 25 SRQs are document-based and require students to draw information from provided materials.

Based on the results of the administration of the CLA+ at Southern Virginia University between the fall of 2013 and the spring of 2014, it appears that a Southern Virginia education is having a significant impact on our students' higher-order thinking skills. Looking at the overall mean scores for the examination, the freshman achieved an average mean score of 1073, with only 47% of the freshmen scoring at the PROFICIENT or above level on the exam. The seniors, on the other hand, had an average mean score of 1167, with 78% of them scoring at the PROFICIENT or above level. This resulted in our seniors being ranked in the 70th percentile nationally, and in the 88th percentile based upon their performance on the selected-response section of the exam. This value-added shift in the scores of freshmen and seniors is clearly visible in the following plot of mean scores for both classes.

Distribution of CLA+ Scores, by Mastery Level



2013 IPEDS Graduation Rate Component Data Summary

Graduation Rate	33%
Total number of students in the Adjusted Cohort	169
Total number of completers within 150% of normal time	55

Notes:

Data include only full-time, first-time bachelor's students.

Exclusions include students from the cohort who left the institution for any of the following reasons: died or were totally and permanently disabled; to serve in the armed forces (including those called to active duty); to serve with a foreign aid service of the Federal Government (e.g. Peace Corps); or to serve on official church missions. **Ninety-one percent (91%) of our students are Latter-day Saints and a large majority of them serve full-time church missions during their education.**

Inaccuracies in identifying all exclusions exist because of the number of students who do not officially inform the university when they leave on their missions. Sometimes this information does not become available until after they have returned from their mission.

Graduation Requirements

Requirements for a bachelor of arts degree:

4. Complete a minimum of 120 credit hours of study, at least 60 of which or at least the last 36 credits before graduation are at Southern Virginia. No more than 9 credit hours will be granted for internship courses.
5. Complete all requirements of the Southern Virginia Core.
6. Complete all requirements of at least one major.
7. Earn a minimum grade point average of 2.00 on all coursework taken at the university.
8. Comply with all university standards, regulations, and procedures, from the date of matriculation through the date of final graduation.

A Note on Majors and Minors:

The bachelor's degree requires a major; a minor is optional. Majors are offered in art, biochemistry, biology, business management and leadership, computer science, English, classical studies, family and child development, history, liberal arts, mathematics, music, philosophy, politics, psychology, Spanish, and theatre. Minors are offered in art, biochemistry, biology, business management and leadership, chemistry, creative writing, early childhood education, computer science, English, family and child development, history, mathematics, music, philosophy, politics, Spanish, and theatre. Courses satisfying Southern Virginia Core requirements may also be used to satisfy major and minor requirements. A student must declare one of the university's current majors with the Registrar's Office by the end of his or her sophomore year and hold a graduation audit with the registrar by the end of his or her junior year. Failure to do so may jeopardize the student's ability to graduate in four years. If the university discontinues a major or minor program, those students who had declared the major or minor prior to its discontinuation will be allowed to complete it within two years of the cancellation, but no other student may declare it.

Housing Policies

Off-Campus Living Policies

Students wishing to live off-campus must meet at least one of the following requirements:

9. Married
10. Aged 21 or older*
11. Junior or senior class status (at least 56 credits)*
12. Living at home within a 75-mile radius of campus
13. Living with an aunt or uncle who is a Southern Virginia employee
14. Sophomore living in River Crossing Apartments
15. Parent or legal guardian of a dependent child

*If a student turns 21 years old or becomes a junior after a semester has begun, they become eligible to move off campus at the start of the next semester.

Residential Living Policies

The Residential Living Policies apply to all students living in University-owned housing. Southern Virginia students are expected to be familiar with and uphold university standards and policies in order to create a vibrant, safe, and secure living and learning campus community.

The Residential Living Policies are based on the standards of respect for the rights of the individual, the law, property, the university, and the larger community.

When interacting with others, students should show courtesy and consideration, behaving in a manner that demonstrates personal refinement.

Fire Drills, Alarms, and Equipment

To encourage readiness and promote awareness of what to do in case of a fire, fire drills are performed each semester by campus security without prior warning. When a fire alarm sounds, students exit the building calmly and quickly using the routes illustrated on their emergency evacuation plan (posted on or near the front door of their residence). Due to the nature of student schedules, “roll call” will not be conducted during a fire drill, however, in a real fire emergency roll call will occur. If a student is aware of the absence of someone they knew to be in the building this should be reported to their RA, AC, or to a university official immediately.

Fire extinguishers are located in all campus kitchens and residence halls. Questions or concerns about fire safety or use of fire extinguishers can be directed to Campus Security.

Students should activate alarms and fire-related equipment only in actual emergencies. The following actions are considered contrary to the university’s standards of conduct:

- Failure to evacuate when a fire alarm is sounded
- Inappropriate activation of any emergency warning equipment
- False reporting of any emergency
- Removal, damage, or tampering with fire safety or other emergency warning equipment

Fire Safety

Student safety is of paramount importance to Southern Virginia University. In order to ensure that our students are safe students are asked and encouraged to report unsafe conditions such as broken windows, light fixtures, wall sockets, smoke alarms, and missing fire extinguishers to their RA or AC as soon as they become aware. Because of the risk of fire, students should never have an open flame (including the burning of candles or incense) in campus housing. Halogen lamps, submersible heating coils, hot plates or space heaters are not allowed in university-owned housing (see “Prohibited Items” below). Toaster ovens and personal air conditioners may be allowed in apartments, townhomes, and houses, but are not permitted in individual rooms within the residence halls. Overloading electrical wiring can also pose both a fire and a safety hazard. Fire drills, alarms, and related equipment are a part of the university’s fire safety efforts.

Guests on Campus

Visitors to campus are welcomed and encouraged. Members of the campus community are encouraged to visit and socialize with one another. When that socialization takes place in university-owned housing, out of respect for the residents, the following is expected whether or not both parties are students: members of the opposite gender do not enter bedrooms and members of the same gender enter only upon invitation of the room’s occupant and observance of the university’s standards of conduct.

Health and Safety Checks

One of the expectations the university has of students living in university-owned housing is that they will maintain their rooms and homes so that they are clean and tidy, both inside and out. Doing so maintains a physically healthy environment for the student, ensures the proper maintenance of student living accommodations, prevents potential damage to the unit from occurring, and extends the life of campus facilities.

In university-owned housing, resident advisors perform health and safety checks on a regular basis but may be done more frequently if requested or needed. These checks are opportunities for the resident advisor to teach students about recommended cleaning methods, provide suggestions on proper care of the unit, check for maintenance and other facility concerns, and answer questions about the fire code and other health and safety guidelines.

Housing and Residence Life Organization

Director of Housing: The director of housing has the responsibility to oversee and assist in the implementation of Southern Virginia’s housing plan for all on-campus and off-campus housing.

Area Coordinator(AC): An Area Coordinator is given responsibility for specific university-owned residential living units in a designated area and they oversee resident advisors living in that area. They work to ensure a positive and safe living and learning community.

Resident Advisor (RA): Resident advisors reside in assigned university-owned housing. Resident advisors assist Area Coordinators in their responsibilities.

Security Officer(s): The Southern Virginia University security officer assists with providing a safe and secure living environment for university students. He/she provides input on evacuation plans and assists with regular “fire drills” as appropriate in coordination with the director of housing and the director of physical facilities. He/she works closely with local law enforcement agencies in addressing concerns involving student conduct off campus.

Keys

Keys are issued to students during the check-in process. Students should always know where their key is located. It is strongly encouraged for students to remain in possession of their key and not to lend it to others. However, in the event that a key is lost, the student should report it to their resident advisor as soon as possible. Key replacements come with a \$25 key replacement fee. If, when a student checks out of their room, they are unable to or choose not to return their key, the same key replacement fee will apply.

Duplication of university keys is prohibited.

Overnight Guests

With prior agreement from all roommates and after [submitting an overnight guest form](#), students may occasionally host guests of the same gender in their room who are at least 16 years of age. It is recommended that guests generally stay no longer than two nights, however, guests should not stay more than seven nights. If the guest’s presence in any way disrupts the campus environment they may be asked to leave. Guests are the responsibility of the host student and are expected to observe the university’s standards of conduct.

Parents, and siblings younger than 16 years of age, should not stay in campus housing. Hotels are available in Buena Vista and Lexington for those needing accommodations.

Pets & Animals on Campus

Pets are not permitted in on-campus residential living units. Should an animal be discovered to be present in university owned housing the student will be expected to remove the animal promptly. Any repairs to university property that may be required due to the animal’s presence on campus, including cleaning, will be the financial responsibility of the student whose animal it was.

Service animals and emotional support animals are permitted on campus and in university owned housing as dictated by law. Students requiring a service animal or emotional support animal

should send a completed [accommodations request form](#) to accessibility@svu.edu. Requests for emotional support animals need to be made by October 15 for the spring semester, April 1 for the late spring term, and July 1 for the fall semester. This applies to all university owned housing, including the Gayle Smith Apartments. Questions about service and emotional support animals may be directed to the campus wellness center (accessibility@svu.edu) or the housing office (housing@svu.edu).

Privacy

The director of housing and their agents, security officers, and the director of physical facilities and their agents are authorized to enter university-owned residential living units as deemed necessary for the following official reasons: to make needed repairs, for health and safety inspections, to show the room/apartment to a prospective tenant, and in case of an emergency or perceived emergency.

Every effort will be made to respect tenant privacy. This means that the individual will knock before entry and that a reasonable attempt will be made to schedule visits at a reasonable hour when tenants are home whenever possible. An individual's personal items may be secured and removed from the unit for the following reasons: an emergency, the individual is not authorized to be in Southern Virginia housing, there exists the potential for damage to an individual or the property or the item presents a safety hazard, and in the case of suspected illegal activities..

Private Room Policy

There is a very limited number of private rooms that are available to residents. Receiving a private room is contingent on availability, the student's class standing, and payment of the private room fee. Returning students will be given preference when assigning private rooms. Private rooms are defined as rooms that are configured for only one occupant.

Students who, through circumstance, end up living in a room by themselves that is configured for more than one person are not considered to be living in a private room. Individuals in this situation should be aware that other students may move into the room with them at a later time. Unless an individual is paying the private room rate, the student is not guaranteed a private room.

Prohibited Items

For the safety of all, the following items are prohibited on university-owned housing properties:

In the Residence Halls:

- BBQ
- Candles
- Hot plates
- Lighter Fluid
- Non-grounded extension cords

- Non-protected multi-plug adapters
- Toaster ovens
- Wax melting devices(i.e. Scentsy or candle warmers)
- Weapons (including Knives with a blade longer than 4", Taser, stun guns)

In the Apartments:

- Candles
- Non-grounded extension cords
- Non-protected multi-plug adapters
- Wax melting devices (i.e. Scentsy or candle warmers)
- Weapons (including Knives with a blade longer than 4", Taser, stun guns)

Quiet Hours

Quiet hours are a designated period of time during which students may expect relative quiet from surrounding rooms, lobbies, and hallways. This time is provided to allow for an uninterrupted night's rest and study and reflection. Campus-wide quiet hours are as follows, however, specific living areas may adapt these hours based on the unique needs and desires of that living community.

Monday – Saturday: 11 p.m. – 7 a.m.

Sunday & Finals Week: 24 hours a day

Resident Check-In

When a student arrives on campus at the beginning of a term they should check-in to their room with their resident advisor or area coordinator. This involves a thorough evaluation of the condition of the room prior to the student moving in along with an overview of general policies and safety procedures for the building in which the student will reside. Keys are also issued at this point. The student then assumes responsibility for their key and their room and recommits to abide by the Standards of Conduct and residential living policies.

Questions about the check-in process should be emailed to housing@svu.edu.

Resident Check-Out

At the conclusion of a student's occupancy of their room (when they move out of their room), students check out of their room with their resident advisor or area coordinator. This check out should be completed prior to leaving campus. The checkout process involves a thorough inspection of the condition of the room as compared to when the resident checked-in to the room. All personal belongings should be removed prior to check-out and the room/unit cleaned and returned to the condition it was when the resident checked in. Students are strongly encouraged to follow the checkout cleaning checklist to return the unit to its pre-occupancy condition. Key(s) issued to the student are returned to the resident advisor or area coordinator checking them out.

At check out, any damages that may have occurred and cleaning that was not performed will be evaluated and submitted to the physical facilities department for a cost assessment. The student is responsible for these costs.

Items left in residential living units after check-out without prior storage arrangements immediately become the property of Southern Virginia University to be discarded, utilized, or sold.

Students residing in on-campus facilities are expected to check out no later than 6:00 p.m. on the day following the last day of final exams for the fall and summer terms and the day after commencement for the spring term.

Room Changes

When a student wishes to change rooms they should share their desire with their RA. If, after discussing their desire to move with their RA, they still would like to do so the student will [submit a room change request](#). Room changes are approved by the area coordinator of the area the student wishes to move to and the area coordinator of the area that the student currently lives in. Room changes are reviewed by the director of housing. All room changes are subject to room availability and roommate compatibility. At the beginning of a term students that wish to change rooms are asked to allow sufficient time for all students to arrive on campus and check in to housing before requesting a room change (typically this is the end of the first week of classes).

Students changing rooms go through the normal check-out and check-in procedures with their RAs or ACs.

Safety and Security

On campus security is provided by Synergy Security. An officer is on duty and available to assist students twenty-four hours a day and to respond to any safety or security needs that may arise.

Campus security is the responsibility of every member of the campus community. Each student should secure his/her personal valuables at all times. Rooms, apartments, townhomes, and houses should be locked when occupants are not there. Everyone should report suspicious persons, activities, or other circumstances to security and their RA or AC or to some other appropriate campus authority (director of housing, dean of students, etc.).

Spending a Night Away from Campus

When a student occasionally chooses to be at another location overnight, the student should notify their RA (or their AC in the RA's absence) in case of emergency.

Housing Agreement

This Agreement shall be binding and shall be constructed and interpreted according to the laws of the State of Virginia. All legal disputes shall be adjudicated in the City of Buena Vista, Virginia or Rockbridge County, Virginia.

Duration of Agreement

The duration of this agreement shall commence on the first day of the fall semester and end on the last day of the spring semester unless terminated sooner as herein provided. Students who have not checked in by the first day of classes may lose their room assignment and may have their agreement canceled.

Housing Standards

Resident agrees to conduct himself/herself in accordance with the university's Code of Honor and to abide by the Housing Policies. The university reserves the right to amend or formulate new or additional policies at any time. Resident agrees that such changes constitute a valid amendment to the housing agreement and agrees to comply with them.

Transfers and Consolidations

The university reserves the right to transfer or consolidate students to a location other than the originally assigned or selected housing space.

Personal Property

The student's personal property is not covered by any insurance provided by the university. Students living in university housing hereby waive all claims against the university for loss of or damage to clothing, valuables, or other personal property, including money, even if such loss or damage is the result of negligence on the part of the university, its employees, or its agents.

Risk Of Personal Injury

Students agree to release the university from liability for personal injury to the student or the student's guest, even if such results from the negligence of the university.

Early Termination

If a student has already begun occupancy of a room but leaves before the end of a semester, the student must properly check out with his or her resident advisor.

Termination

The university reserves the right to terminate this agreement at its sole discretion and remove the resident from university housing. If termination is sought by the university, the resident will have the obligation for all past and future amounts owed under this agreement.

Institutional Review Board

Southern Virginia University's Institutional Review Board for Human Subjects (IRB) protects the rights and welfare of human subjects participating in research. IRB members recognize the dual burden of ethical research to advance relevant knowledge while maintaining the integrity and respect of human participants. All research, whether funded or not, that involves human subjects and is administered on campus, or conducted elsewhere by university faculty, staff, or students, must be reviewed and approved by the IRB prior to its commencement.

IRB Members

- [Jeff Batis, chair](#)
- [Joe Bouchelle](#)
- [LaRee Crockett](#)
- [Stephanie Hardy](#)

Required Forms

- [Checklist for Research Proposal](#)
- [Informed Consent Form](#)
- [Study Continuation/Close Out](#)

Ethics Training

- [Training Slides](#)
- [Attestation of Training](#)

For IRB Members

- [U.S. Department of Health and Human Services — Policies](#)
- [Southern Virginia IRB — Procedures for Approval](#)
- [Checklist for IRB Reviewers](#)

Frequently Asked Questions

What do I need to include with my application?

- Complete and correct contact information
- If the principal investigator is a student, include a faculty signature along with the student's signature
- All consent documents being used in the project
- All questionnaires, surveys, interview questions, and discussion questions
- Letters of support from sponsoring institutions or organizations, if applicable

- Photographic Release, if applicable
- Video Release, if applicable
- Recruiting Materials (including scripts, flyers, posters, letters, emails, screenshots of online recruiting advertisements, classroom announcements, etc.)
- Signed Attestation Form

I am not collecting any identifying information in my research study. Do I need to submit my proposal to the IRB for review?

Yes, if your research project involves active data collection. Federal regulations and Southern Virginia policy require that *all* research involving intervention or interaction with human participants, regardless of whether or not identifying information is being collected, must be submitted for review prior to beginning the research study.

I am only working with previously collected data; do I need to submit an application?

Yes. Federal regulations require that if the study will use existing data, documents, records, pathological specimens or diagnostic specimens from human subjects, it is to be submitted for review.

I believe my protocol is exempt. Do I have to submit an application for IRB review?

Yes. Southern Virginia policy requires that all proposed exempt research is reviewed by the IRB for final determination of status.

My research will be done in another state or country. Do I have to obtain review and approval from Southern Virginia IRB?

Yes. If you are Southern Virginia faculty or staff, or a Southern Virginia student, you must obtain Southern Virginia IRB approval to conduct your research regardless of where the research will take place. Moreover, you will also need to submit proof that the research has been reviewed and approved by the IRB or human ethics committee where the study will be conducted. You should also be aware of local and state laws that may impact the conduct of your research.

In the case of a potential unanticipated problem involving risks to participants or others, when is the principal investigator expected to report this occurrence to the IRB?

Serious adverse events must be reported to the IRB immediately, with a written report by the principal investigator following within 24 hours of becoming aware of the event. Serious adverse events are (1) death of a research participant; or (2) serious injury to a research participant.

All other non-serious unanticipated problems should be reported to the IRB within 2 weeks of the first awareness of the problem by the principal investigator. Prompt reporting is important, as unanticipated problems often require some modification of study procedures, protocols, and informed consent processes. Such modifications require the review and approval of the IRB.

International Students

Southern Virginia University welcomes international students. Because foreign applications often take more time and effort to prepare and process, review the requirements for application carefully. Be sure to plan for enough time to prepare the application, secure finances, receive an I-20, and obtain a visa. If you have questions, please contact your admissions advisor.

Canadian students can apply to the university using the same application procedures as American students. They are required, however, to comply with our Visa Requirements.

Additional Application Requirements for International Students

International students outside the U.S. and Canada seeking admission to Southern Virginia University must comply with the following steps in addition to the normal application process:

\$255 Administration Fee

Students outside of the United States and Canada are required to pay a non-refundable \$255 administration fee. This fee will be fully applied to their first semester of tuition. The application cannot be accepted until this fee is paid.

Transcript Evaluation

In addition to their transcript, students applying to Southern Virginia from outside the U.S. or Canada are required to submit to the university an evaluation of foreign academic credits by a recognized foreign credential evaluation service as part of their application process.

Recommended transcript evaluation services include:

[World Education Services](#)

Bowling Green Station, P.O. Box 5087, New York, NY 10274-5087

212-966-6311, 212-739-6100 (fax)

info@wes.org

[AACRAO](#)

International Educations Services, One Dupont Cir. NW Suite # 520, Washington, DC 20036-1135

202-293-9161, 202-822-3940 (fax)

info@aacrao.org

[International Education Research Foundation](#)

P.O. Box 3665, Culver City, CA 90231-3655

310-258-9451, 310-342-7086 (fax)

info@ierf.org

Test of English as a Foreign Language (TOEFL)

All international students whose primary language is not English are required to submit scores from the Test of English as a Foreign Language (TOEFL) before being accepted by Southern Virginia University. The TOEFL score serves as an academic performance indicator similar to the ACT or SAT.

TOEFL scores must be received directly from the Educational Testing Service (ETS). Applicants taking the TOEFL exam must take all three sections of the exam: listening comprehension, structure and written expression, and vocabulary and reading comprehension.

Students should score at least the following:

- 550 on the paper-based test
- 213 on the computer-based test
- 79 on the internet-based test

Exceptional students with lower TOEFL scores may be admitted but will be required to secure ESL tutoring. The cost of any required tutoring in English as a second language must be borne by the student. Since the university does not currently sponsor ESL tutoring, students must rely on their own initiative to identify potential sources of such training.

Student Visa Requirements

International students who wish to study at Southern Virginia University need an SVU I-20 form, an F-1 student visa, and a valid passport. Once the student has been accepted to the university and has made satisfactory payment arrangements, the Registrar's Office will issue the I-20 form. Upon receipt of this form, the student must pay the SEVIS I-901 fee and apply for an F-1 visa.

Paying the SEVIS I-901 Fee

First-time international students must pay a \$200 SEVIS I-901 fee prior to their visa interview. We recommend that students apply for the I-901 and pay the fee online at fmjfee.com to expedite this process. Be sure to print a receipt from this site when the payment has been made.

Applying for a Student Visa

Prospective nonimmigrant students must apply to the local U.S. consulate for an F-1 visa and schedule an interview. Students are instructed to bring the following documents to their appointment:

- The signed Form I-20
- Evidence that the SEVIS I-901 fee has been paid
- A signed passport, valid for at least six months after the date of entry into the United States

- A Form DS-156, Nonimmigrant Visa Application Resource Document: DS-156 with photo
- A Form DS-157A, Supplemental Nonimmigrant Visa Application Resource Document: DS-157
- A Form DS-158A, Contact Information and Work History for Nonimmigrant Visa Applicant Resource Document: DS-158
- Transcripts and diplomas from previous institutions
- Scores from standardized tests, such as the TOEFL, SAT, and ACT
- Financial evidence of sufficient funds to cover tuition and living expenses for at least the first year of study

Prospective nonimmigrant students from visa exempt countries (such as Canada) will need to bring their documentation to the Point of Entry (POE) and apply for entry as an F-1 nonimmigrant student.

Registration and Completion Requirements

International students are required to report to the Registrar's Office within one week of arrival on campus.

All international students in attendance must register for and complete at least 12 credit hours during the fall and spring terms or 6 credit hours during a May or June term.

Employment

Students with an F-1 visa are only allowed by law to work on campus. They must also not work more than 20 hours per week while school is in session. Students will need to apply for a temporary social security number for payroll purposes. Please contact the Registrar's Office for more information.

Additional Questions and Contact Information

For additional questions and concerns, please contact the Primary Designated School Officer (PDSO) for international students:

Whitney Larsen
Registrar and PDSO
Phone: 540-261-8530
Fax: 1-540-266-3554

Majors & Minors

Majors

- [Art](#)
- [Biochemistry](#)
- [Biology](#)
- [Business Management & Leadership](#)
- Classical Studies
- [Computer Science](#)
- [English](#)
- [Family & Child Development](#)
- [History](#)
- [Liberal Arts](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Politics](#)
- [Psychology](#)
- [Spanish](#)
- [Theatre](#)

Minors

- [Art](#)
 - [Athletic Training](#)
 - [Biology](#)
 - [Business Management & Leadership](#)
 - [Chemistry](#)
 - [Classical Studies](#)
 - [Computer Science](#)
 - [Creative Writing](#)
 - [English](#)
 - [Family & Child Development](#)
 - [History](#)
 - [Mathematics](#)
 - [Music](#)
 - [Philosophy](#)
 - [Politics](#)
 - [Spanish](#)
 - [Theatre](#)
-

Art Major & Minor

The art major fosters the student's effort to develop a personal creative style, encouraging exploration of various artistic media and appreciation of the work of artists working in other times and places. Students acquire a foundation in studio art, art history, and design while learning to express themselves formally, skillfully and with creativity.

Learning Objectives

Students graduating as art majors at Southern Virginia University are expected to have achieved the following:

- Undergraduate level proficiency in a chosen medium.
- Competence in creating and presenting a coherent, intelligent body of work.
- Ability to write clearly, persuasively, and intelligently about the visual arts.
- Basic knowledge of contemporary art and art history.

Program Coordinator: Prof. Doug Himes

Major Requirements (30 credit hours)

Major Core (18 credit hours):

- ART 120 Introduction to Drawing (GE) (3)
- ART 210 Art History I (GE) (3)
- ART 215 Art History II (GE) (3)
- ART 223 Two-Dimensional Design (3)
- ART 227 Three-Dimensional Design (3)
- ART 498 Senior Show (3)

Major Electives: 12 credit hours from among the following, including at least 6 credit hours from 300- or 400-level courses and including at least two courses in one of the following three areas: drawing, painting, and printmaking:

- ART 130 Introduction to Painting (GE) (3)
- ART 214 Introduction to Ceramics (3)
- ART 230 Introduction to Oil Painting (3)
- ART 240 Introduction to Printmaking (3)
- ART 250 Watercolor I (3)
- ART 275R Topics in Art (Var.) as approved by program coordinator
- ART 300 Study Abroad: Italian Renaissance (3)
- ART 315 Non-Western Art (3)
- ART 317R Sculpture (3)
- ART 320R Advanced Drawing (3)

- ART 330R Advanced Painting (3)
- ART 340R Advanced Printmaking (3)
- ART 350R Watercolor II (3)
- ART 375R Topics in Art (Var.)
- ART 385R Directed Study in Art (Var.)
- ART 399 Internship/Practicum in Art (Var.)
- ART 485R Directed Study in Art (Var.)

[Download the Art Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (12 credit hours):

- ART 120 Drawing I (GE) (3)
- ART 210 Art History I (GE) (3)
- ART 215 Art History II (GE) (3)
- ART 223 Two-Dimensional Design (3)

Minor Electives: an additional 6 credit hours from among the major core or electives at the 300- or 400-level.

[Download the Art Minor Checklist](#)

Athletic Training Minor

By combining classroom learning with clinical experiences, the athletic training minor will prepare students for admission into an accredited entry-level master's program in athletic training or entry-level employment in the healthcare field. In conjunction with a liberal arts or biology major, the athletic training minor will help students to develop the critical thinking skills necessary to evaluate and treat athletic injuries.

Program coordinator: Chad Mahaffey

Minor Requirements (27 credit hours)

Prerequisites:

- PER 275R Introduction to Athletic Training (3)
- BIO 114 Biological Concepts (4) *or* BIO 201 General Biology I (4)
- BIO 228 Anatomy (4)

Prior to applying for the Athletic Training Minor, students will be required to complete the prerequisites with a minimum 3.0 GPA or receive special appointment by the program committee.

[Download the Athletic Training Minor Application](#)

Requirements after Admittance (14):

- Clinical Assignment Semester 1 (.5)
- Clinical Assignment Semester 2 (.5)
- Clinical Assignment Semester 3 (.5)
- Clinical Assignment Semester 4 (.5)
- Clinical Assignment Semester 5 (.5)
- Clinical Assignment Semester 6 (.5)
- HIS 210 Western Civilization I (3)
- PER 375R Advanced Athletic Training (3)
- PER 143 Health & Wellness (2)
- PER 375R2 Modalities and Rehabilitation (2)
- PER 363 Kinesiology (3)
- PER 375R3 Exercise Physiology (3)

[Download the Athletic Training Minor Checklist](#)

Biochemistry Major

The goal of a liberal arts education is to develop and then employ critical thinking to gain a better understanding of ourselves and the world around us. A foundation for understanding ourselves is understanding our physical bodies and how they function. The basis for this understanding is Biochemistry, the integration of Chemistry and Biology. Studying an integrated subject like Biochemistry de-compartmentalizes scientific disciplines and reflects the type of learning sought after by graduate programs, business, industry, and government.

Program Coordinator: Roger Johnson, Ph.D.

Major Requirements (39 credit hours)

Major Core (36 credit hours):

- BIO 201 General Biology I (4)
- BIO 202 General Biology II (4)
- BIO 340 Genetics and Molecular Biology (4)
- CHE 201 General Chemistry I (4)
- CHE 202 General Chemistry II (4)

- CHE 301 Organic Chemistry I (4)
- CHE 302 Organic Chemistry II (4)
- CHE 383 Biochemistry (3)
- CHE 383L Biochemistry Lab (1)
- CHE 483 Advanced Biochemistry (3)
- CHE 498 Senior Capstone (1)

Major Electives: at least 3 credit hours from among the following:

- BIO 312 Microbiology (3)
- BIO 328 Human Physiology (4)
- BIO 345 Cell Biology (3)
- CHE 375R Topics in Biochemistry
- CHE 385R Directed Studies
- CHE 395R Internship/Practicum
- CHE 481 Bio-organic and Medicinal Chemistry

Although not required, PHY 201-202 are strongly recommended for the biochemistry major.

[Download the Biochemistry Major Checklist](#)

Biology Major & Minor

The biology major assists students to achieve a broad-based education in the life sciences, which emphasize the various biological principles related to structural, functional, taxonomical and ecological phenomena. It provides a rich understanding of the natural world—knowledge worth having for its own sake and for the perspective it brings to one's life.

Learning Objectives

The biology faculty expects biology major students to:

- Learn molecular/cellular, genetic, organismal, and ecological principles of biology including historical perspectives and current trends. (Biological Principles)
- Demonstrate critical thinking skills in the areas of evaluation of experimental design and in the interpretation of experimental results. (Experimentation)
- Demonstrate laboratory skills in the areas of experimental procedure and use of equipment. (Laboratory Skills)
- Apply effective oral and written communication skills. (Communication)

Program Coordinator: Jared Lee, Ph.D.

Major Requirements (42 credit hours)

Major Core (34 credit hours):

- BIO 201 General Biology I (GE) (4)
- BIO 202 General Biology II (4)
- BIO 212 General Zoology (GE) (4)
- BIO 340 Genetics and Molecular Biology (4)
- BIO 345 Cell Biology (3)
- BIO 347 Evolution (3)
- BIO 360 General Ecology (3)
- BIO 498 Senior Capstone (1)
- CHE 201 General Chemistry I (GE) (4)
- CHE 202 General Chemistry II (4)

Major Electives: at least 8 credit hours from among the following:

- BIO 211 Botany (GE) (4)
- BIO 228 Human Anatomy (GE) (4)
- BIO 310 Parasitology (4)
- BIO 312 Microbiology (3)
- BIO 315 Medical Entomology (3)
- BIO 328 Human Physiology (4)
- BIO 338 Endocrinology (3)
- BIO 350 Developmental Biology (3)
- BIO 375R Topics in Biology (Var.)
- BIO 385R Directed Study (Var.)
- BIO 399 Internship/Practicum (1-3)
- CHE 383 Biochemistry (3)

Although not required, MAT 221, PHY 201, and PHY 202 are strongly recommended for the biology major.

[Download the Biology Major Checklist](#)

Minor Requirements (21 credit hours)

Minor Core (15 credit hours):

- BIO 201 General Biology I (GE) (4)
- BIO 202 General Biology II (4)
- BIO 340 Genetics and Molecular Biology (4)
- BIO 345 Cell Biology (3)

Minor Electives: an additional 6 credit hours of biology courses (BIO) from among the biology major core or electives.

[Download the Biology Minor Checklist](#)

Business Management & Leadership Major & Minor

This major involves students in the fundamental principles, theories, and practices that comprise successful leadership and management in the modern business world. It enables them to effectively compete and contribute in the worlds of commerce and organizational leadership; it prepares them for entry to world-class graduate programs in business and public administration; and it develops their ability to fully lead and serve society in general through virtuous, intelligent, and effective participation and decision-making.

Learning Objectives

In addition to achieving competency in careful writing, critical thinking, and analytic reasoning in the Southern Virginia Core curriculum, students completing Southern Virginia's business major are expected to attain a knowledge of the fundamental theories, practices, and environments of the core fields of economics and business, specifically,

- *Accounting*: theory and practice of measuring, classifying, and reporting economic data.
- *Economics*: theory and models of economic behavior at the micro- and macroeconomic levels.
- *Management*: theory and models of organizational behavior pertaining to organizational leadership, development, and maintenance.
- *Finance*: principles and analytical methods of corporate financial analysis and management.
- *Marketing*: principles and methods involved in marketing goods and services.
- *Legal and Social Environment*: sources of law, the legal system, agency, and organizational structure as they apply to business.
- *International Issues*: cultural, political, legal and economic environments relating to global trade and investment.

Program Coordinator: Prof. John Chapman

Major Requirements (39 Credit Hours)

Major Core I: 12 credit hours to be taken during the freshman and sophomore years:

- US 201 Introduction to Financial Accounting (3)
- ECN 210 Principles of Microeconomics (GE) (3)
- ECN 215 Principles of Macroeconomics (GE) (3)
- MAT 221 Statistics (GE) (3)

Major Core II: 12 credit hours to be taken during the junior and senior years:

- BUS 301 Business Law (3)
- BUS 333 Principles of Marketing (3) (junior year)
- BUS 343 Principles of Organization & Leadership (3) (junior year)
- BUS 363 Managerial Finance (3) (junior year)

Major Capstone: 3 credit hours to be taken in the final semester of the senior year:

- BUS 498 Strategic Management (3)

Major Electives: an additional 12 credit hours or more from the following:

- BUS 202 Introduction to Managerial Accounting (3)
- BUS 207 Introduction to Business (3)
- BUS 275R Topics in Business (Var.) as approved by program coordinator
- BUS 323 Professional and Organizational Communication (3)
- BUS 336 E-tailing and Retailing (3)
- BUS 345 Human Resource Management (3)
- BUS 367 Risk Management and Insurance (3)
- BUS 375R Topics in Business (Var.)
- BUS 385R Directed Study in Business (Var.)
- BUS 404 International Business (3)
- BUS 407 Entrepreneurship & Small Business Management (3)
- BUS 408 Investments: Securities & Markets (3)
- BUS 414 Leadership & Influence (3)
- BUS 432 Persuasion: Sales and Promotion (3)
- BUS 433 Strategic Marketing Management (3)
- BUS 434 Consumer Behavior (3)
- BUS 437 Marketing Research (3)
- BUS 463 Advanced Financial Management (3)
- ECN 275R Topics in Economics (Var.) as approved by program coordinator
- ECN 310 Intermediate Microeconomics (3)
- ECN 315 Intermediate Macroeconomics (3)
- ECN 375R Topics in Economics (Var.)
- PHI 340 Ethics (3)

[Download the Business Management & Leadership Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (12 credit hours):

- BUS 201 Introduction to Financial Accounting (3)
- BUS 207 Introduction to Business (3)
- ECN 210 Principles of Microeconomics (GE) (3)
- ECN 215 Principles of Macroeconomics (GE) (3)

Minor Electives: 6 credit hours from among these courses:

- BUS 301 Business Law (3)
- BUS 333 Principles of Marketing (3)
- BUS 343 Principles of Organization and Leadership (3)
- BUS 363 Managerial Finance (3)

[Download the Business Management & Leadership Minor Checklist](#)

Chemistry Minor

Chemistry is often called the central science since it is the underlying basis for understanding medicine, biology, pharmacology, nutrition, engineering, environmental science, and many other disciplines. An understanding of chemistry is also important for understanding many policy issues and topics in the news relating to health, energy, and technology. The chemistry minor at Southern Virginia provides an excellent foundation for students preparing for careers in medicine, dentistry, research, pharmacy, and related areas of study.

Program coordinator: Roger Johnson, Ph.D.

Minor Requirements (22 credit hours)

Minor Core: 16 credit hours:

9. CHE 201 General Chemistry I (GE) (4)
10. CHE 202 General Chemistry II (GE) (4)
11. CHE 301 Organic Chemistry I (4)
12. CHE 302 Organic Chemistry II (4)

Minor Electives: at least 6 credit hours from among these courses:

16. CHE 375R Topics in Chemistry (Var.) as approved by program coordinator
17. CHE 383 Biochemistry (3)
18. CHE 481 Bio-Organic and Medicinal Chemistry (3)

[Download the Chemistry Minor Checklist](#)

Classical Studies Major

The study of Classics allows students to approach directly the language, culture, and literature of ancient Greece and Rome, the two sources of the liberal arts and two of the most fundamental civilizations of Western culture. It develops the cognitive capacity to analyze language carefully, to consider history and culture closely, and to appreciate the contours of Western culture by reference to their precursors and developments. Classics is the original interdisciplinary major, comprising the study of ancient art, language, history, literature, religion, mathematics, philosophy, and economics. With appropriate supplementary coursework, majors in classical studies are particularly well prepared for law school, medical school, and graduate programs in history, philosophy, linguistics, religious studies, medieval studies, and comparative literature. Moreover, one of the most important opportunities afforded by classical studies for religiously-grounded students is the ability to study the New Testament in the original Koinē (a dialect of ancient Greek), a study undertaken in the second year of Greek that lays the foundation for a lifetime of direct access to this sacred scripture.

Program coordinator: Dr. Marcel Widzisz

Major Requirements (29 credit hours)

Major Core (23 credit hours)

- GRK 201 Greek III (3)
- GRK 202 Greek IV (3)
- LAT 201 Latin III (3)
- LAT 202 Latin IV (3)
- CLS 310 Ancient Greek History (3)
- CLS 315 Roman History (3)
- CLS 375R Topics in Classical Studies (3)
- CLS 498 Senior Paper (2)

Major Electives (at least 6 hours from among the following):

- ART 210 Art History I (3)
- CLS 275R Topics in Classical Civilization (1-3)
- CLS 385R Directed Studies in Classics (1-3)
- GRK beyond 202 (1-3 credit hours per course)
- HIS 210 Western Civilization I (3)
- HUM 210 Arts in Western Civilization I (3)
- LAT beyond 202 (1-3 credit hours per course)
- PHI 355R Topics in Ancient Philosophy (3)
- POL 210 Western Political Heritage (3)

[Download the Classical Studies Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core: 3 intermediate credit hours in one classical language:

- GRK 201 Greek III (3) *OR*
- LAT 201 Latin III (3)

Electives I: at least 6 credit hours from among these courses:

- ART 210 Art History I (3)
- HIS 210 Western Civilization I (3)
- HUM 210 Arts in Western Civilization I (3)
- LIB 130 Classics of Western Literature (3)
- POL 210 Western Political Heritage I (3)

Electives II: at least 9 credit hours from among these courses:

- CLS 310 Ancient Greek History (3)
- CLS 315 Roman History (3)
- CLS 375R Topics in Classical Studies (3)
- CLS 385R Directed Studies in Classics (1-3)
- HUM 325R Topics in Greek Civilization (3)
- HUM 335R Topics in Roman Civilization (3)
- HUM 375R Topics in Classical Civilization (3)
- HUM 385R Directed Study in Classics (var.)
- *GRK 101 Greek I (3)
- *GRK 102 Greek II (3)
- GRK 175R Topics in Greek (3)
- *GRK 201 Greek III (4)
- GRK 275R Topics in Greek (3)
- GRK 375R Topics in Greek (3)
- GRK 385R Directed Study in Greek (var.)
- **LAT 101 Latin I (3)
- **LAT 102 Latin II (3)
- LAT 175R Topics in Latin (3)
- **LAT 201 Latin III (3)
- LAT 275R Topics in Latin (3)
- LAT 375R Topics in Latin (3)
- LAT 385R Directed Study in Latin (var.)
- PHI 355R Topics in Ancient Philosophy (3)

*Only count towards requirement if Minor Core is in Latin.

**Only count towards requirement if Minor Core is in Greek.

[Download the Classical Studies Minor Checklist](#)

Computer Science Major & Minor

Computer science is the systematic study of computational systems and computability. It includes theories for understanding the analysis, design, implementation, validation, and verification of solutions to complex problems, and for the elicitation, representation, manipulation and visualization of knowledge. More simply put, computer scientists learn to understand what a computer can and cannot do, how computers can efficiently perform specific tasks, how computers can store and retrieve specific types of information, how computers can most effectively organize and display information, and how computers can appear to behave intelligently. Building on the core ideas of a liberal education, the computer science major combines theory with practical experiences to develop skills in problem-solving, programming, communication, and collaboration in order to help students realize their potential to assume leadership roles in an increasingly technical world. Computer science majors can prepare for careers in research, development, and teaching by pursuing graduate degrees, or they can apply their skills in virtually any industry, from business to biochemistry, and from education to entertainment.

Learning Objectives

The computer science major expects its graduates to achieve the following objectives:

- *Software Development*: Ability to formulate and express software solutions to complex problems in programming languages, including the selection of appropriate data structures, efficient algorithm design, and development of system architectures.
- *Software Analysis*: Ability to apply mathematical tools such as mathematical logic, algorithmic analysis, models of computation and computability theory to problem analysis.
- *Software Engineering*: Ability to follow a structured engineering process in the development of software including analyzing a problem, planning the development process, designing a solution, implementing the solution and validating the final product.
- *Communication*: Ability to communicate both orally and in writing and to work effectively as part of a team.

Program coordinator: Dr. Alan Whitehurst

Major Requirements (35 credit hours)

Major Core (20 credit hours):

- CSC 120 Programming Fundamentals (GE) (3)
- CSC 220 Data Structures & Algorithms (3)
- CSC 222 Discrete Mathematics (3)
- CSC 230 Computer Organization (3)
- CSC 240 Theory of Computation (3)
- CSC 250 Software Engineering (3)

- CSC 498 Senior Capstone (2)

Major Electives I: 9-15 credit hours from among the following:

- CSC 210 Advanced Web Authoring (3)
- CSC 330 Operating Systems (3)
- CSC 332 Networking Systems (3)
- CSC 334 Programming Languages (3)
- CSC 340 Artificial Intelligence (3)
- CSC 342 Cyber Security (3)
- CSC 350 Database Systems (3)
- CSC 352 Platform Development (3)

Major Electives II: 0-6 credit hours from among the following:

- CSC 110 Authoring for the Web (3)
- CSC 375R Topics in Computer Science (3)
- CSC 385R Directed Study in Computer Science (3)
- MAT 221 Statistics (GE) (3)
- MAT 242 Calculus II (GE) (3)
- MAT 341 Calculus III (3)
- MAT 343 Linear Algebra (3)
- PHI 223 Introduction to Logic (3)
- PHI 325R Intermediate Logic (3)

[Download the Computer Science Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (15 credit hours):

- CSC 120 Programming Fundamentals (GE) (3)
- CSC 220 Data Structures & Algorithms (3)
- CSC 222 Discrete Mathematics (3)
- CSC 230 Computer Organization (3)
- CSC 240 Theory of Computation (3)

Minor Electives: 3 credit hours from among the following:

- CSC 330 Operating Systems (3)
- CSC 332 Networking Systems (3)
- CSC 334 Programming Languages (3)
- CSC 340 Artificial Intelligence (3)
- CSC 342 Cyber Security (3)
- CSC 350 Database Systems (3)

- CSC 352 Platform Development (3)

[Download the Computer Science Minor Checklist](#)

Computer Science: Software Engineering Minor Requirements (18 credit hours)

Minor Core (15 credit hours):

- CSC 120 Programming Fundamentals (GE) (3)
- CSC 220 Data Structures & Algorithms (3)
- CSC 250 Software Engineering (3)
- CSC 342 Cyber Security (3)
- CSC 350 Database Systems (3)

Minor Electives: 3 credit hours from among the following:

- CSC 330 Operating Systems (3)
- CSC 332 Networking Systems (3)
- CSC 334 Programming Languages (3)
- CSC 340 Artificial Intelligence (3)
- CSC 352 Platform Development (3)

[Download the Computer Science: Software Engineering Minor Checklist](#)

Creative Writing Minor

Creative writing introduces the art of writing poetry and fiction, cultivating and refining the student's love of creative expression.

Program coordinator: Prof. Karen Hufford

Minor Requirements (15 credit hours)

General Education:

- ENG 120 College Composition (GE) (3)

Minor Core: 12 credit hours:

- ENG 220 Fundamentals of Creative Writing (3)
- ENG 225 Approaches to Literature (3)
- ENG 320R Intermediate Creative Writing (3)

- ENG 320R Intermediate Creative Writing (3)
- ENG 420R Advanced Creative Writing (3)

Minor Electives: an additional 3 credit hours from among the minor core or the following:

- ENG 324R Writing Popular Fiction (3)
- ENG 327R Writing the Popular Novel (3)
- ENG/THE 341 Playwriting (3)
- ENG 375R Topics in English (Var.) as approved by program coordinator

Additional Requirement: Permission to enter the creative writing minor from the program coordinator.

[Download the Creative Writing Minor Checklist](#)

English Major & Minor

Studying English is tremendously rewarding and has much to offer both the practical and the inquiring student. Students focus on the essential human endeavors of reading, analysis, interpretation, and writing. English study enhances aesthetic perception and engages us vicariously through literature. By studying perennial themes and questions of the human condition, students gain an understanding of their own lives in today's world. Students study literary and other texts in generic, aesthetic, historical, religious and other contexts, including the theoretical and interdisciplinary contexts the faculty bring to the courses they teach.

The English major prepares the student for any career that requires perceptive reading, orderly and clear thinking, and persuasive and graceful oral and written expression. For example, careers such as law, medicine, education, business, organizational management, writing, and publishing and editing rely heavily on skills developed in the English major. Opportunities for the English major are found in careers as diverse as teaching, business and industry, professional and technical writing, journalism, editing, personnel work, sales, government service, advertising, script writing, and public information. English study supports lifelong personal enrichment, moral citizenship, and family life.

Learning Objectives

Students completing Southern Virginia's English major are expected to acquire the following:

- Ability to read a variety of literary and non-literary texts closely, recognizing subtle and complex differences in language use and literary genre.
- Ability to write clear, persuasive analytical essays driven by arguments based on the texts using appropriate literary terminology and the cultural and aesthetic values relevant to these texts.

- Ability to research literary works, authors, and contexts, ably utilizing library resources, incorporating and documenting research appropriately, and adhering to the highest standards of intellectual integrity.
- Broad knowledge of key authors, major traditions and movements, and literary and cultural history.

Program Coordinator: Dallin Lewis

Major Requirements (30 credit hours)

Major Core (6 credit hours):

- ENG 200 Introduction to Literary Studies (3)
- ENG 498 Senior Paper (3)

Major Electives I (6 credit hours) Two courses from the following:

- ENG 230 British Literature I (3)
- ENG 240 British Literature II (3)
- ENG 250 American Literature (3)

Major Electives II (18 credit hours): An additional six courses with at least one course from the following areas:

- ENG 335R Topics in Early British Literature (3)
- ENG 345R Topics in Later British Literature (3)
- ENG 355R Topics in American Literature (3)

Up to two upper-division creative writing courses may count towards the major electives. Credit earned in student newspaper or literary magazine courses does not count towards the English major or minor.

[Download the English Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (9 credit hours):

- ENG 200 Introduction to Literary Studies (3)
- Plus any two courses from:
 - ENG 230 British Literature I (3)
 - ENG 240 British Literature II (3)
 - ENG 250 American Literature (3)

Minor Electives (9 credit hours):

- Any three English Courses beyond WRI 120 College Composition. Only one of these three courses may be in creative writing.

[Download the English Minor Checklist](#)

Family & Human Development Major & Minor

The family and human development major prepares students for careers serving families and children. The major also prepares students for graduate programs in the social sciences. Courses emphasize research-based knowledge about marriage, contemporary families and human development. Family and human development majors learn about families in society, internal family dynamics, human growth and development over the life span, human sexuality, interpersonal relationships, family resources management, parent education and guidance, family law and family policy, ethics, and family life education methodology.

Learning Objectives

Students completing Southern Virginia's family and human development major are expected to acquire the following:

- Basic knowledge of families in society. (Society)
- Basic knowledge of internal family dynamics. (Dynamics)
- Basic knowledge of child and adolescent development. (Development)
- Basic knowledge of parent education and guidance. (Parenting)
- Basic knowledge of family life education methodology. (Methodology)
- Ability to locate, understand, interpret, evaluate, properly cite, and write about family and human development research. (Research)
- Ability to create and deliver effective research-based outreach education products and presentations in family life education settings. (Education)

Program coordinator: Dr. Ariel Rodriguez

Major Requirements (39 credit hours)

Major Core (21 credit hours):

- FHD 210 Marriage and Family (GE) (3)
- FHD 220 Introduction to Social Work (3)
- FHD/EDU 250 Child and Adolescent Development (GE) (3)
- FHD 290 Introduction to Research Methods (3)
- FHD 310 Family Process (3)

- FHD/EDU 314 Parenting (3)
- FHD 498 Senior Capstone (3)

Major Developmental Elective (3 credit hours):

- FHD 350 Infant Development (3)
- FHD 355 Adolescent Development (3)
- FHD 360 Adult Development and Aging (3)
- FHD 370 Theories of Human Development (3)

Major Electives: 15 credit hours from among the following:

- BUS 226 Personal and Family Finance (3)
- BUS 323 Organizational Communication (3)
- FHD 175R Topics in Family Studies (Var.)
- FHD 275R Topics in Family Studies (Var)
- FHD 337 Families and Sexuality (3)
- FHD 350 Infant Development (3)
- FHD 355 Adolescent Development (3)
- FHD 360 Adult Development and Aging (3)
- FHD 370 Theories of Human Development (3)
- FHD 375R Topics in Family Studies (Var.)
- FHD 385R Directed Study in Family Studies (1–3)
- FHD 485R Research Practicum (1-3)
- MAT 221 Statistics (GE) (3)
- POL 365R Topics: Family Social Policy and Law (3)

[Download the Family & Human Development Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (9 credit hours):

- FHD 210 Marriage and Family (GE) (3)
- FHD/EDU 250 Child and Adolescent Development (GE) (3)
- FHD 310 Family Process (3)

Minor Electives: 9 credit hours from among the following:

- BUS 226 Personal and Family Finance (3)
- FHD 220 Introduction to Social Work (3)
- FHD 314 Parenting (3)
- FHD 337 Families and Sexuality (3)
- FHD 342 Adult Development and Aging (3)
- FHD 350 Infant Development (3)

- FHD 355 Adolescent Development (3)
- FHD 360 Adult Development and Aging (3)
- FHD 370 Theories of Human Development (3)
- FHD 375R Topics in Family Studies (Var.)
- FHD 385R Directed Study in Family Studies (1–3)
- FHD 485R Research Practicum (1-3)

[Download the Family & Human Development Minor Checklist](#)

History Major & Minor

History, the disciplined study of the past, uses rigorous methods and diverse sources to understand the changes that occur over time. Historians seek to address the human need to know who we are and where we came from. They seek out the continuities between remote times and our own day, while imaginatively recapturing lost worlds vastly different from our own. History can focus on both ordinary people and on famous names. Studying ideas, belief systems, political institutions, and social and economic structures can make events and facts more meaningful to people. History also entails understanding the writings, methods, and attitudes of earlier historians, whose views and narratives contributed to older and newer debates about the past. Far more important than merely mastering dates and details is the greater respect for the past and greater humility about the present gained by students of history. History students learn to appreciate the lesson that deliberate actions often have unanticipated consequences. They learn to see individual intentions and actions in context, and they question commonly-held assumptions about the naturalness or inevitability of our own ideas and ways of doing things. In seeking to understand the past, students of history hone their skills as writers, readers, researchers, and critical thinkers.

Learning Objectives

Southern Virginia University history major graduates will:

- Demonstrate familiarity with, and understanding of, human experience changing over time in a variety of places and eras.
- Gain the ability to think in historical context and understand the causes and consequences of historical events in terms of the motivations (agency, resources, ideology, needs, etc.) experienced by historical actors.
- Understand and appreciate how and why historians' interpretations and approaches to the past have changed over time.
- Understand the proper use of primary and secondary materials in constructing arguments and in coming to sound conclusions.
- Know how to develop a research topic, find and use evidence to generate a well-reasoned historical argument, and present their findings in lucid prose.

Program Coordinator: Dr. Virginia Mosser

Major Requirements (33 credit hours)

Major Core (12 credit hours and senior examination):

- HIS 210 Western Civilization I (GE) (3)
- HIS 215 Western Civilization II (GE) (3)
- HIS 303 Historical Methods (3)
- HIS 498 Senior Paper (3)

Major Electives I: 3 credit hours from among the following:

- HIS 223 American History to 1877 (3)
- HIS 325R Topics in American History (Var.)
- HIS 326 American Civil War and Reconstruction (3)
- HIS 328 American Politics & Foreign Policy since WW II (3)
- HIS 329 American History from 1877 (3)

Major Electives II: an additional 18 credit hours from among the following:

- HIS 223 American History to 1877 (3)
- HIS 253 Asian Civilization (3)
- HIS 325R Topics in American History (Var.)
- HIS 326 American Civil War and Reconstruction (3)
- HIS 328 American Politics & Foreign Policy since WW II (3)
- HIS 329 American History from 1877 (3)
- HIS 331 History of Great Britain from 1066 to 1688 (3)
- HIS 332 History of Great Britain from 1688 to present (3)
- HIS 335R Topics in European History (Var.)
- HIS 346 History of the Holocaust (3)
- HIS 347 Gender in Modern Europe (3)
- HIS 354 Japanese Cultural History
- HIS 355R Topics in Asian History (Var.)
- HIS 374 History and the Performing Arts (3)
- HIS 375R Topics in History (Var.)
- HIS 385R Directed Study in History (Var.)
- HIS 475R Advanced Topics in History (3)

[Download the History Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (9 credit hours):

- HIS 210 Western Civilization I (GE) (3)
- HIS 215 Western Civilization II (GE) (3)
- HIS 303 Historical Methods (3)

Minor Electives: 9 credit hours from among the major electives.

[Download the History Minor Checklist](#)

Liberal Arts Major

Historically, the liberal arts were considered the branches of study fit for free men (*liber* is Latin for “free”). They were contrasted with skills needed for more mechanical trades and professions. Today a liberal education befits the members of all classes and genders. Rigorous thought, aesthetic sensibility, appreciation of historical context, an understanding of the natural world, awareness of one’s own and others’ institutions and culture, and an aptitude for creative expression should belong to anyone wishing to live a meaningful life and to participate constructively in society. The liberal arts major aims to produce these and related abilities. The liberal arts student also fulfills, at least in part, the injunction to “become acquainted with all good books, and with languages, tongues, and people” (Doctrine and Covenants 90:15). When suitably completed or supplemented, the liberal arts major is excellent preparation for a career or graduate program in law, business, medicine, education, public service, the arts, and other fields.

Learning Objectives

Students completing the liberal arts major are expected to develop the following:

- Capability in critical and reflective thinking. (Thinking)
- Comprehension of cultural past and present by engaging major texts and artworks, grasping a basic history of Western ideas, art, literature, politics, and the major figures, events, and movements. (Content)
- Ability to write persuasively and analytically in proper and effective English. (Writing)

Program Coordinator: Dr. Scott Dransfield

Major Requirements (35–37 credit hours)

- History of the Arts: Take two from among the following (6 credit hours):
 - ART 210 Art History: Prehistoric–Middle Ages (GE) (3)
 - ART 215 Art History: Renaissance–Modern (GE) (3)
 - HUM 210 Arts in Western Civilization I (GE) (3)
 - HUM 215 Arts in Western Civilization II (GE) (3)
 - MUS 210 Introduction to Music History (GE) (3)
 - THE 215 Introduction to Theatre History (GE) (3)

- Literature: Take one from among the following (3 credit hours):
 - ENG 230 British Literature I (3)
 - ENG 235 British Literature II (3)
 - ENG 240 American Literature (3)
 - SPN 330 Introduction to Spanish Literature (3) or equivalent in other languages
- Civilization: Take two from among the following (6 credit hours):
 - HIS 210 Western Civilization I (GE) (3)
 - HIS 215 Western Civilization II (GE) (3)
 - POL 213 Western Political Theory (GE) (3)
- Logic or Quantitative Reasoning: Take one from among the following (3–4 credit hours):
 - MAT 206 Mathematics for Liberal Arts (GE) (4)
 - MAT 221 Statistics (GE) (3)
 - MAT 241 Calculus I (GE) (4)
 - PHI 223 Introduction to Logic (GE) (3)
- Upper-Division Electives (15 credit hours): Complete 15 credit hours in upper-division courses (300- or 400-level) from among three of the following disciplines: art, biology, chemistry, economics, English, history, humanities, mathematics, music, philosophy, physics, politics, Spanish, or theater. These 15 credit hours may neither include those earned in music ensembles or lessons, nor in internship or practicum courses.
- Senior Paper (2–3 credit hours): Students may satisfy the capstone requirement by completing one of the following: BIO 498, ENG 498, HIS 498, HUM 498, PHI 498, or SPN 498. Alternatively, students may take LIB 497 Senior Paper Research (1) followed in the next semester by LIB 498 Senior Paper Composition (1) with approval of the program coordinator.

[Download the Liberal Arts Major Checklist](#)

There is no liberal arts minor.

Mathematics Major & Minor

The wide applicability and intrinsic beauty of mathematics motivate its study. Mathematical theories often grow out of problems that appear in physical sciences, engineering, and social sciences such as economics and business. The mathematics minor provides a strong background in mathematics to students as it enhances their analytical skill and attention to detail—abilities useful in any field.

Learning Objectives

A student successfully completing this major will:

1. Competently work with the concepts of calculus, differential equations, geometry, analysis, algebra, and statistics.

2. Learn to read, understand, analyze, and produce proofs at increasing depth. Use appropriate technology to enhance mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of results.
3. Exhibit knowledge of formulating and solving problems, interpreting solutions, and modeling techniques central to applications of mathematics.
4. Demonstrate the ability to effectively communicate mathematics and other quantitative ideas in written and oral forms.

Program coordinator: Dr. Gertrud Kraut

Major Requirements (38 credit hours)

Major Core (32 credit hours):

- MAT 221 Statistics (3)
- MAT 241 Calculus I (4)
- MAT 242 Calculus II (3)
- MAT 332 Discrete Mathematics (3)
- MAT 341 Calculus III, Multidimensional Calculus (3)
- MAT 343 Linear Algebra (3)
- MAT 344 Differential Equations (3)
- MAT 360 Abstract Algebra I (3)
- MAT 410 Introduction to Numerical Analysis (3)
- MAT 441 Real Analysis (3)
- MAT 498 Mathematics Capstone Course (1)

Major Electives I (3 credit hours): One course from the following:

- MAT 446 Complex Analysis for Applications (3)
- MAT 460 Abstract Algebra II (3)

Major Electives II (3 credit hours): One course from the following:

- MAT 321 Mathematical Statistics I (3)
- MAT 322 Mathematical Statistics II (3)
- MAT 355 History of Mathematics (3)
- MAT 356 Number Theory (3)
- MAT 365 Geometry (3)
- MAT 444 Introduction to Partial Differential Equations (3)
- MAT 446 Complex Analysis for Applications (3)
- MAT 460 Abstract Algebra II (3)

[Download the Mathematics Major Checklist](#)

Minor Requirements (18 credit hours)

General Education

- MAT 241 Calculus I (GE) (4)

Minor Core: 9 credit hours:

- MAT 221 Statistics (GE) (3)
- MAT 242 Calculus II (GE) (3)
- MAT 343 Linear Algebra (3)

Minor Electives: 9 credit hours from among the following:

- MAT 275R Topics in Mathematics (Var.)
- MAT 332 Discrete Mathematics (3)
- MAT 321 Mathematical Statistics I (3)
- MAT 322 Mathematical Statistics II (3)
- MAT 341 Calculus III, Multidimensional Calculus (3)
- MAT 344 Elementary Differential Equations (3)
- MAT 355 History of Mathematics (3)
- MAT 356 Number Theory (3)
- MAT 360 Abstract Algebra I (3)
- MAT 365 Geometry (3)
- MAT 375R Topics in Mathematics (Var.)
- MAT 385R Directed Study in Mathematics (Var.)
- MAT 399 Internship/Practicum in Mathematics (1-3)
- MAT 410 Introduction to Numerical Analysis (3)
- MAT 441 Real Analysis (3)
- MAT 444 Introduction to Partial Differential Equations (3)
- MAT 446 Complex Analysis for Applications (3)
- MAT 460 Abstract Algebra II (3)
- MAT 499 Senior Internship/Practicum in Mathematics (1-3)
- PHI 223 Introduction to Logic (GE) (3)

[Download the Mathematics Minor Checklist](#)

Music Major & Minor

The music major provides an understanding of the elements of music, a historical perspective on music, and the opportunity to develop talents and skills by practice and performance. It prepares one to teach music, perform in community or church events, and evaluate performance quality.

Learning Objectives

Students completing Southern Virginia's music major are expected to be able to:

1. Hear, identify, analyze and work with the elements of music—namely, rhythm, melody, harmony, structure, texture, and dynamics. (Theory)
2. Demonstrate an understanding of a wide selection of musical literature, representative composers, works, principal style periods, genres, and cultural and political movements as reflected in the music studied. (History)
3. Demonstrate an appropriate level of proficiency on a chosen instrument according to department standards and criteria. (Instrument)
4. Acquire knowledge of literature appropriate to their specific instrument, becoming acquainted with a cross-section of music from the repertory of the particular performance medium. (Repertoire)
5. Develop ensemble techniques—namely, correct breathing, blend, balance, tone production, and intonation—on their particular instrument. (Ensemble)
6. Demonstrate basic keyboard competency. (Piano)

Program coordinator: Dr. Eric Hanson

Major Requirements (39 credit hours)

Major Core (27 credit hours):

- MUS 099R Department Performance Attendance (0) four semesters
- MUS 151 Music Theory I (GE) (3)
- MUS 161 Aural Skills I (1)
- MUS 152 Music Theory II (3)
- MUS 162 Aural Skills II (1)
- MUS 215 Music in Civilization (GE) (3)
- MUS 239 Group Piano II (3)
- MUS 251 Music Theory III (3)
- MUS 261 Aural Skills III (1)
- MUS 267 Conducting Fundamentals (3)
- MUS 330 Music History I (3)
- MUS 335 Music History II (3)
- MUS 498 Senior Project (0)

Major Electives I (Ensemble): 6 credit hours from among the following:

- MUS 221 SVU Orchestra (1)
- MUS 250R Bella Voce (Women's Choir) (1)
- MUS 256R Ensemble (i.e. Commercial Music, Men's Choir, Chamber Singers) (1)
- MUS 259R Opera Workshop (1-3)
- MUS 275R Concert/Marching Band (1)
- MUS 350R Concert Chorale (1)

- MUS 375R Ensemble (i.e. Accolade) (1)
- MUS 459R Advanced Opera Workshop (3)

Major Electives III (Applied Music): 6 credit hours from among the following:

- MUS 149R Applied Music I (1)
- MUS 249R Applied Music II (1)
- MUS 349R Applied Music III (1)
- 50-minute private instruction

[Download the Music Major Checklist](#)

Minor Requirements (18 credit hours)

Minor Core (12 credit hours):

- MUS 099R Department Performance Attendance (0) three semesters, five recitals per semester
- MUS 151 Music Theory I (GE) (3)
- MUS 215 Music in Civilization (GE) (3)
- MUS 267 Conducting Fundamentals (3)
- Two semesters of applied music (MUS 148R, 149R, 248R, 249R, or 349R) (1)
- Two semesters of ensemble (MUS 150R, 250R, 350R, or 459R) (2)

Minor Electives: 6 credit hours from among the following:

- MUS 121 Diction I (3)
- MUS 122 Diction II (3)
- MUS 139 Group Piano (3)
- MUS 152 Music Theory II (3)
- MUS 161 Aural Skills I (3)
- MUS 162 Aural Skills II (3)
- MUS 251 Music Theory III (3)
- MUS 261 Aural Skills III (1)
- MUS 259R Opera Workshop (3)
- MUS 261 Aural Skills III (1)
- MUS 267 Conducting Fundamentals (2)
- MUS 275R Topics in Music (Var.)
- MUS 321 Music Composition I (3)
- MUS 322 Music Composition II (3)
- MUS 330 Music History I (3)
- MUS 335 Music History II (3)
- MUS 340 Vocal Literature (3)
- MUS 347 String Pedagogy (2)
- MUS 357 Vocal Pedagogy (3)

- MUS 364 Orchestration (3)
- MUS 367 Advanced Conducting (3)
- MUS 375R Topics in Music (Var.)
- MUS 399R Internship (1-3)
- MUS 459R Advanced Opera Workshop (2)

[Download the Music Minor Checklist](#)

Philosophy Major & Minor

Philosophy wrestles with fundamental questions in all areas of human knowledge and activity. Such questions include:

- How does knowledge differ from mere belief?
- Do I determine my actions or are they determined by other causes?
- Is my mind different from my body?
- What makes an action right?
- What makes a life good?
- What makes a society just?
- What makes a work of art beautiful?

Struggling with and developing reasoned views about such issues enlarge one's capacity for clear thinking, effective writing, and persuasive speaking. Philosophy encourages the intellectual curiosity necessary for a life of sustained inquiry and cultivates a taste for matters of importance over matters of show. Moreover, philosophy's preference for rational persuasion over compulsion prepares one for responsible citizenship in a diverse nation and world.

Learning Objectives

Students completing Southern Virginia's philosophy major are expected to acquire the following:

1. Basic knowledge of the history of Western philosophy. (History)
2. Basic knowledge of formal and informal logic. (Logic)
3. Understanding of central areas of philosophy and of some major historical figures or movements. (Areas)
4. Ability to explain and argue for philosophical positions in clear written English. (Writing)

Program coordinator: John Armstrong, Ph.D.

Major Requirements (29-30 credit hours)

Major Core (8-9 credit hours):

- LIB 110 Reason and the Self (GE) (3)
- PHI 223 Introduction to Logic (GE) (3)
- PHI 498 Senior Paper (2-3)

Major Electives: an additional 21 credit hours of philosophy coursework, including three credit hours from each of the following four areas:

1. Ancient Philosophy (PHI 355R)
2. Modern Philosophy (PHI 365R)
3. Metaphysics and Epistemology (PHI 325R, 326, 333, or 335R)
4. Ethics (PHI 340, 345R, or 350).

POL 210 Western Political Heritage I (3) and POL 215 Western Political Heritage II (3) may be used as electives in the philosophy major but do not satisfy any of the four distribution areas.

[Download the Philosophy Major Checklist](#)

Minor Requirements (15 credit hours)

Minor Core (6 credit hours):

- LIB 110 Reason and the Self (3)
- PHI 223 Introduction to Logic (GE) (3)

Minor Electives: an additional 9 credit hours of PHI courses from among the major electives.

[Download the Philosophy Minor Checklist](#)

Politics Major & Minor

The study of politics, broadly understood, is the study of power in human societies: how it is established, how it changes, and how it may be evaluated. On the one hand, political science attempts to understand – to explain and to interpret – phenomena such as political upheaval and stability, democracy and dictatorship, economic prosperity and deprivation. On the other hand, the study of politics also seeks to find possible justifications for political authority, and to evaluate the ends for which political power is used and the means through which it is exercised. In short, the study of politics is concerned not only with the way the social world is, but also how it might be improved.

The politics major and minor at Southern Virginia University are designed to be extensions of the core liberal arts curriculum. For this reason, the politics program is intended not only for those who want to pursue a political or legal vocation; the program aims to provide not job-

specific training but rather the knowledge and intellectual skills necessary for the responsible exercise of civic freedom. As part of a liberal arts education, however, the politics program trains students in the skills of thinking and expression which are valuable in a wide range of occupations. In the politics program, students will have the opportunity to think about political concepts such as justice, authority and freedom with thinkers from Plato and Aristotle to Hobbes and Kant; to understand classic and contemporary views of the American democratic project; and to grapple with contemporary issues in world politics such as the prospects for global democratization, the challenges of economic development, and the causes and consequence of war and political violence.

Learning Objectives

Students completing Southern Virginia University's politics major are expected acquire the following:

1. Knowledge of basic institutional structures of American government (the constitutional framework, development, and current operation of national and sub-national governments) as well as the history and current characteristics of American political society, and knowledge of important concepts and theories in the study of American politics.
2. Knowledge of central concepts and theories in comparative politics; knowledge of the basic structure and function of five political systems outside the United States.
3. Knowledge of central questions and concepts in political theory; knowledge of the basic ideas of six major Western political thinkers.
4. Ability to write a research paper in a major subfield of political science.

Program Coordinator: Dr. Jeremiah John

Major Requirements (29 credit hours)

Major Core (11 credit hours)

- ECN 210 Principles of Microeconomics (GE) (3)
- POL 210 Western Political Heritage I (GE) (3) or POL 215 Western Political Heritage II (GE) (3)
- POL 223 American Government and Politics (GE) (3)
- POL 497 Research Methods for Senior Paper in Politics (2)
- POL 498 Senior Paper (1)

Major Electives I: 3 credit hours from among the following:

- POL 233 Comparative Politics (GE) (3)
- POL 335R Topics in Comparative Politics (3)

Major Electives II: an additional 15 credit hours from among the following:

- ECN 215 Principles of Macroeconomics (GE) (3)
- ECN 310 Intermediate Microeconomics (3)
- MAT 221 Statistics (GE) (3)
- PHI 350 Political Philosophy (3)
- POL 210 Western Political Heritage I (3)
- POL 215 Western Political Heritage II (3)
- POL 233 Comparative Politics (GE) (3)
- POL 315R Topics in Political Theory (3)
- POL 325R Topics in American Politics (3)
- POL 335R Topics in Comparative Politics (3)
- POL 345R Topics in International Relations (3)
- POL 363 Constitutional Law (3)
- POL 365R Topics in Law and Public Policy (3)
- POL 367 American Judicial Process (3)
- POL 375R Topics in Politics (3)
- POL 385R Directed Study in Politics (1-3)
- POL 399 Internship/Practicum in Politics (1-3)
- POL 475R Topics in Politics (1-3)
- POL 499 Internship/Practicum in Politics (1-3)

[Download the Politics Major Checklist](#)

Minor Requirements (15 credit hours)

Minor Core (6 credit hours):

- POL 213 Western Political Thought (GE) (3)
- POL 220 American Government and Politics (GE) (3)

Minor Electives: 9 credit hours from among the following:

- ECN 210 Principles of Microeconomics (GE) (3)
- PHI 350 Political Philosophy (3)
- POL 233 Comparative Politics (GE) (3)
- POL 315R Topics in Political Theory (3)
- POL 325R Topics in American Politics (3)
- POL 335R Topics in Comparative Politics (3)
- POL 345R Topics in International Relations (3)
- POL 363 American Constitutional Law (3)
- POL 365R Topics in Law and Public Policy (3)
- POL 367 American Judicial Process (3)
- POL 375R Topics in Politics (3)
- POL 385R Directed Study in Politics (1-3)
- POL 399 Internship/Practicum in Politics (1-3)
- POL 475R Topics in Politics (1-3)

- POL 499 Internship/Practicum in Politics (1-3)

[Download the Politics Minor Checklist](#)

Psychology Major & Minor

Psychology is the science concerned with the human mind and how thoughts, impulses, and habits translate into manifest behavior. It goes beyond mental health and explores issues including emotions, productivity, development, perception, happiness, motivation, and creativity.

The psychology major at Southern Virginia offers students the opportunity to explore the “mystery” within these important areas. Because psychology is so diverse in its focus and research, it also prepares students for a wide variety of careers. It helps students develop universally useful skills such as communication, critical thinking, and a proficiency for analyzing data. So if you’re curious about why we do the things that we do and are ready for a rewarding career, consider studying psychology at Southern Virginia.

Learning Objectives

The Learning Objectives for the psychology major at Southern Virginia are aligned with the American Psychological Association’s (APA) “Guidelines for the Undergraduate Psychology Major.” Graduates of the psychology program are expected to demonstrate the following:

1. Fundamental knowledge of psychological concepts and principles.
2. Understanding of scientific reasoning and problem solving, including research methods.
3. Familiarity with ethical standards and socially responsible behaviors.
4. Effective written, oral, and interpersonal communication skills.
5. Preparation for future employment and/or further education.

Program Coordinator: Dr. Jeffery Batis

Major Requirements (36 credit hours)

Major Core (15 credit hours):

- MAT 221 Statistics (3)
- PSY 105 General Psychology (3)
- PSY 290 Research Methods (3)
- PSY 345 Abnormal Psychology (3)
- PSY 450 History and Systems (3)

Major Electives I (take 1, 3 credit hours):

- PSY 342 Sensation and Perception (3)
- PSY 350 Behavioral Neuroscience (3)
- PSY 420 Psychopharmacology

Major Electives II (take 1, 3 credit hours):

- PSY 320 Social Psychology (3)
- PSY 323 Industrial/Organizational Psychology (3)
- PSY 340 Performance and Sports Psychology (3)

Major Electives III (take 1, 3 credit hours):

- PSY 330 Cognitive Psychology (3)
- PSY 333 Psychology of Learning (3)

Major Electives IV (take an additional 12 credit hours):

- PSY 230 Lifespan Development (3)
- PSY 275R Topics in Psychology var.
- PSY 310 Cultural Psychology (3)
- PSY 320 Social Psychology (3)
- PSY 323 Industrial/Organizational Psychology (3)
- PSY 325 Psychology of Leadership (3)
- PSY 327 Psychology of Humor (3)
- PSY 330 Cognitive Psychology (3)
- PSY 333 Psychology of Learning (3)
- PSY 335 Positive Psychology (3)
- PSY 340 Performance and Sports Psychology (3)
- PSY 342 Sensation and Perception (3)
- PSY 348 Psychology of Addiction (3)
- PSY 350 Behavioral Neuroscience (3)
- PSY 355 Theories of Personality (3)
- PSY 375R Topics in Psychology (var.)
- PSY 399R Internship/Practicum (var.)
- PSY 420 Psychopharmacology
- PSY 430 Experimental Methods (3)
- PSY 440 Counseling Psychology (3)
- PSY 475R Senior Topics in Psychology (var.)
- PSY 499 Internship/Practicum (var.)

[Download the Psychology Major Checklist](#)

Minor Requirements (15 credit hours)

Minor Core (6 credit hours):

- PSY 105 General Psychology (3)
- PSY 345 Abnormal Psychology (3)

Minor Electives (9 credit hours from among the following; 3 credits at most may be 200-level):

- MAT 221 Statistics (3)
- PSY 275R Topics in Psychology var.
- PSY 310 Cultural Psychology
- PSY 320 Social Psychology (3)
- PSY 323 Industrial/Organizational Psychology (3)
- PSY 325 Psychology of Leadership (3)
- PSY 327 Psychology of Humor (3)
- PSY 330 Cognitive Psychology (3)
- PSY 333 Psychology of Learning (3)
- PSY 335 Positive Psychology (3)
- PSY 340 Performance and Sports Psychology (3)
- PSY 342 Sensation and Perception (3)
- PSY 348 Psychology of Addiction (3)
- PSY 350 Behavioral Neuroscience (3)
- PSY 355 Theories of Personality (3)
- PSY 375R Topics in Psychology (var.)
- PSY 399R Internship/Practicum (var.)
- PSY 420 Psychopharmacology
- PSY 430 Experimental Methods (3)
- PSY 440 Counseling Psychology (3)
- PSY 475R Senior Topics in Psychology (var.)
- PSY 499 Internship/Practicum (var.)

[Download the Psychology Minor Checklist](#)

Spanish Major & Minor

The Spanish major covers the language, literature, and culture of the Spanish-speaking world. Spain has a rich heritage dating from pre-Roman times to the present. It includes the drama of conquest and reconquest, the resulting mixture of Visigoth, Roman, Arab, and other cultures, and the adaptation of the Spanish people to the diverse landscape of the Iberian Peninsula. The recorded history of Latin America, by contrast, is relatively short. Latin America nonetheless offers a panorama of geographical regions, each with its own history and culture—from the Gauchos of Argentina to the ancient Incas of the Andes, from the conquest of the Aztecs by the Conquistadors to the African influence on Caribbean culture. Understanding these cultures better prepares one to be a citizen of the world. In addition, the study of Spanish language and its development expands students' understanding of how languages work, including English. This,

in turn, helps one think more logically and express oneself with more imagination. A grade of C- or better is required for advancement to the next level in all foreign language courses.

Learning Objectives

Students completing Southern Virginia's Spanish major are expected to achieve the following:

1. Oral proficiency in Spanish at the equivalent of the advanced level of the ACTFL scale.
2. Writing proficiency in Spanish at the advanced level.
3. Broad understanding of the culture of the Spanish-speaking world.
4. Broad understanding of the literature of the Spanish-speaking world.
5. Mastery of major linguistic features of Spanish.

Program Coordinator: Porter, T.R.

Major Requirements (27 credit hours)

Major Core (14 credit hours):

- SPN 306 Spanish Grammar and Writing (3)
- SPN 326 Spanish Phonetics and Pronunciation (3)
- SPN 330 Introduction to Spanish Literature (3)
- SPN 490 Senior Proficiency Exam (0)
- SPN 498 Senior Paper (3)

Major Electives I: 3 credit hours from among the following:

- SPN 360 Culture of Spain (3)
- SPN 365 Culture of Spanish America (3)

Major Electives II: 3 credit hours from among the following:

- SPN 440 Survey to Iberian Literature (3)
- SPN 450 Survey of Spanish American Literature (3)

Major Electives III: an additional 9 credit hours from among electives I & II or from the following:

- POL 335R Latin American Politics (3)
- SPN 300 Study Abroad: Spanish Immersion (3)
- SPN 324 Advanced Spanish Grammar (3)
- SPN 375R Topics in Spanish (Var.)
- SPN 385R Directed Study in Spanish (Var.)
- SPN 399 Internship/Practicum in Spanish (1-3)
- SPN 403 Advanced Studies in Spanish Linguistics (3)
- SPN 475R Topics in Spanish (Var.)

- SPN 499 Senior Internship/Practicum in Spanish (1-3)

[Download the Spanish Major Checklist](#)

Minor Requirements (15 credit hours)

Minor Core (9 credit hours):

- SPN 306 Spanish Grammar and Writing (3)
- SPN 330 Introduction to Spanish Literature (3)
- SPN 360 Culture of the Spanish Speaking World or SPN 365 Culture of Spanish America (3)

Minor Electives: an additional 6 credit hours from among the following:

- POL 335R Latin American Politics (3)
- SPN 300 Study Abroad: Spanish Immersion (3)
- SPN 324 Advanced Spanish Grammar (3)
- SPN 326 Spanish Phonetics and Pronunciation (3)
- SPN 375R Topics in Spanish (Var.)
- SPN 385R Directed Study in Spanish (Var.)
- SPN 399 Internship/Practicum in Spanish (1-3)
- SPN 403 Advanced Studies in Spanish Linguistics (3)
- SPN 440 Survey of Iberian Literature (3)
- SPN 450 Survey of Spanish American Literature (3)
- SPN 475R Topics in Spanish (Var.)
- SPN 499 Senior Internship/Practicum in Spanish (1-3)

[Download the Spanish Minor Checklist](#)

Theatre Major & Minor

The theatre major at Southern Virginia University provides students with experience in creative and technical aspects of theatre, including acting, directing, playwriting, design and technical theatre. The major seeks to awaken and enhance students' creative abilities in performing, writing and design as well as to develop skills needed to evaluate artistic works.

Learning Objectives

Students completing Southern Virginia's theatre major are expected to acquire the following:

1. Basic knowledge of the theatre tradition in Western civilization. (History)
2. Basic knowledge of stagecraft. (Technical Theatre)

3. Basic knowledge of and skill in acting. (Acting)
4. In-depth knowledge of and advanced skill in either: (1) acting, directing and playwriting; or (2) technical theatre. (Production)

Program coordinator: Prof. Robert Stoddard

Major Requirements (41 credit hours)

Major Core (20 credit hours):

- THE 106 Stagecraft (GE) (3)
- THE 110 Acting I (GE) (3)
- THE 206 Introduction to Production Design (3)
- THE 215 Introduction to Theatre History (GE) (3)
- Applied Theatre (6 hours from THE 230R & 330R, with minimum of 2 hours from THE 330R)
 - THE 230R Applied Theatre I (1) 3-4 times
 - THE 330R Applied Theatre II (1) 2-3 times.
- THE 498 Senior Project (2)

Major Electives I: 3 credit hours from among the following:

- THE 340 Dramatic Literature of Western Civilization (3)
- ENG 340 Genre Studies: Dramatic Literature (3)

Major Electives II: an additional 18 credit hours from among the following:

- ENG 345 Studies in Shakespeare (3)
- THE 175R Topics in Theatre (1-3)
- THE 208 Scene Painting (3)
- THE 210 Acting II (3)
- THE 275R Topics in Theatre (1-3)
- THE 310 Acting III (3)
- THE 313 Set Design (3)
- THE 314 Lighting Design (3)
- THE 331 Directing (3)
- THE/ENG 341 Playwriting (3)
- THE 345 Contemporary Dramatic Literature (3)
- THE 358 Theatre Makeup (3)
- THE 375R Topics in Theatre (1-3)
- THE 385R Directed Study in Theatre (1-3)
- THE 399R Theatre Practicum (1) up to three times
- THE 410 Acting IV: Period Styles (3)

[Download the Theatre Major Checklist](#)

Minor Requirements (22 credit hours)

Minor Core (13 credit hours):

- THE 106 Stagecraft (GE) (3)
- THE 110 Acting I (GE) (3)
- THE 215 Introduction to Theatre History (GE) (3)
- THE 230R Applied Theatre I (1) two times
- THE 330R Applied Theatre II (1) two times.

Minor Electives: an additional 9 credit hours from among the major core or electives, excluding THE 399R and THE 498.

[Download the Theatre Minor Checklist](#)

Teacher Licensure

The mission of the Teacher Education Program at Southern Virginia University is to prepare students to become teachers who are intelligent, compassionate, honorable and dynamic leaders in their classrooms, schools, and communities.

The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them.

Students at Southern Virginia University can earn a Virginia state license in Elementary PreK-6 Education, Music Instrumental PreK-12 Education, and Spanish PreK-12 Education. Southern Virginia currently participates in a consortium with Washington and Lee University. The Rockbridge Teacher Education Consortium (RTEC) allows Southern Virginia students the opportunity to visit these campuses to complete coursework that is required for licensure. Detailed information pertaining to each endorsement area is located below. Students are encouraged to meet with the Director of Teacher Education or visit the Registrar's office to discuss course and fieldwork requirements if they are interested in pursuing a career in teaching.

A liberal arts education provides excellent preparation for Elementary and PreK-12 teaching. Every state requires professional education courses for licensure in order to be able to teach in the public school systems. In most cases, students who meet the requirements for a Virginia license will receive initial licensure to teach in all other states through reciprocal agreements among state departments of education. In addition, many private schools favor applicants who have been licensed through a state-approved program.

Program Requirements

Program Admission Requirement

Southern Virginia will accept students into the upper-level education courses in the Teacher Education Program, using the following common admission standards:

5. completion of the Foundations of Education course and practicum (EDU 200 and 201) with a grade of at least B-;
6. minimum cumulative GPA of 2.500;
7. completion of the application to enter upper-level courses in teacher education (Form A-3);
8. an interview with teacher education faculty from the student's home college (Form A-5).

Directed Teaching Requirements

Before students enroll in Directed Teaching, they must meet the following additional criteria:

- Completion of the application to licensure program (Form A-8);
- two references from faculty members not in the teacher education program (Form A-4) ;
- one reference from an education faculty (Form A-4);
- completion of one of the following:
 - Praxis I scores* that meet the requirements of the Virginia Department of Education (VDOE);
 - a combination of Praxis I scores in math and passing scores on the VCLA in reading and writing; or
 - SAT or ACT scores that are sufficient to replace the Praxis I, according to the standards set by the VDOE.
 - ***PRAXIS I:** 150 Math, 156 Reading, and 162 Writing OR
 - **SAT:** composite score of 1100, with at least 530 Verbal, 530 Math OR
 - **ACT:** composite score of 24, with at least 22 math, 26 English plus Reading OR
 - **VCLA:** Reading and Writing as an optional assessment for PRAXIS I Reading and Writing tests (Writing subtest of 235, Reading subtest of 235, composite score of 470) in combination with qualifying Math scores from SATs, ACTs, or PRAXIS
- 3.0 average GPA in education courses with no course below a 2.0;
- Passing score on the Virginia Communication and Literacy Assessment (VCLA);
- Passing scores on the Praxis II* test required for the student's endorsement area;
- Passing score on the reading assessment test* required by the VDOE if seeking elementary licensure.
 - a. ***PRAXIS II:** (content knowledge tests)
 - b. ***RVE:** passing score of 162 (elementary only)

If a student is unable to complete the directed teaching requirement in their senior year, he or she can participate in the post-graduate teaching option available through the consortium.

State Licensure Requirements

To become eligible for state licensure RTEC students must meet the following additional criteria:

19. satisfactory completion of the directed teaching seminar and directed teaching;
20. completion of documented evidence of required leadership and service involvement beyond what occurs in their education courses (Forms A-10/A-11);
21. successful completion of the cumulative clock hours form (Form A-13)
22. successful completion of the Cumulative Assessment Portfolio (CAP) as outlined by the CAP rubric (Form A-12);
23. successful completion of the online training to recognize child abuse required by the VDOE;
24. successful completion of a unit on Virginia government if seeking elementary, middle or history and social sciences endorsement on the secondary level as required by the VDOE.

Handbooks & Forms

Handbooks

- [HB-1 RTEC Program Handbook](#)

Applications and Forms

- [A-1 Southern Virginia University](#)
- [A-3 Application to Program \(Upper-Level Courses\)](#)
- [A-4 Faculty Reference Form](#)
- [A-5 Interview Checklist](#)
- [A-7 Review Agreement/Program Handbook](#)
- [A-8 Application to Licensure Program](#)
- [A-10 Leadership Form](#)
- [A-11 Service Form](#)
- [A-12 CAP Rubric](#)
- [A-13 Cumulative Clock Hours](#)
- [A-14 Release of Records Form](#)
- [A-15 VDOE Licensure Checklist](#)
- [A-16 Application for Post-Graduate Teaching](#)

Content Area Advising

- [A-2E Elementary Advising Checklist](#)
- [A-2P Music Instrumental PreK-12 Advising Checklist](#)
- [A-2P Spanish PreK-12 Advising Checklist](#)
- [A-2P Vocal PreK-12 Advising Checklist](#)

Practicum Forms and Handbook

- [HB-2 Practicum Handbook](#)
- [P-1 Practicum Request Form](#)
- [P-2 Practicum Contract](#)
- [P-3 Practicum Clock Hours](#)
- [P-4 Practicum Teacher Evaluation](#)
- [P-4M Methods Practicum Teacher Evaluations](#)

Directed Teaching Forms and Handbook

- [HB-3 Directed Teaching Handbook](#)
- [DT-1 Directed Teaching Checklist](#)
- [DT-1 14-week Directed Teaching Checklist](#)
- [DT-2 Collaborative Assessment Log/Lesson Observation/Feedback](#)
- [DT-3 Midterm/Final Evaluation Form](#)
- [DT-4 Directed Teaching Absence Form](#)
- [DT-5 Performance Improvement Form](#)
- [DT-6 Directed Teaching Clock Hours 12 Week Placement](#)
- [DT-6B Directed Teaching Clock Hours](#)
- [DT-7 Final Grade Recommendation Form](#)
- [DT-8 Cooperating Teacher Evaluation](#)
- [DT-9 University Supervisor Evaluation](#)
- [DT-10 Triad Meeting Checklist](#)
- [DT-11 Lesson Plan Template](#)
- [DT-BLANK Blank Feedback Form](#)

Frequently Asked Questions

What credentials will I have after I complete Southern Virginia University Teacher Education Program?

Depending on your choice of courses, you can earn a Virginia teaching license in the following areas: Elementary Education PreK-6, Spanish Education PreK-12, or Music-Instrumental Education PreK-12.

What about licensure in other states?

Virginia has reciprocity arrangements with most other states. If you are interested in teaching in another state, the state department of education in your chosen state will request documentation of successful program completion from Southern Virginia University and you will be eligible to teach in that state. In some cases, you will be required to meet course or testing requirements; however, you may complete these requirements while teaching.

Why can't I major in education at Southern Virginia?

Students attending colleges or universities in the state of Virginia may not major in Education, a policy mandated by the Virginia Department of Education. Students must complete their chosen major and take professional studies courses needed for licensure.

What can I major in At Southern Virginia?

To teach elementary education you may obtain teacher licensure through any major, but we recommend majoring in Liberal Arts. To teach Music-Instrumental or Spanish you must major respectively in Music or Spanish.

Which education courses are offered at Southern Virginia?

EDU 200 and 201: Foundations of Education and Practicum; EDU 250: Human Growth and Development; EDU 310: Art for Elementary Education; EDU 310: Art for Elementary Education; EDU 315: Music and Movement for Elementary Education; EDU 340 and 341: Elementary Language Arts and Social Studies Methods and Practicum; EDU 343 and 344: Elementary Math and Science Methods and Practicum; EDU 375-378: Elementary and Secondary Instrumental Music Methods for Percussion and Strings and Practicum, and EDU 490-495: Directed Teaching and Directed Teaching Seminar

How do I find out what courses I need to take?

Advising forms for all areas of endorsement are located on the Southern Virginia website (svu.edu). You may also visit the registrar's office for more information or contact the Director of Teacher Education.

Reasonable Accommodations

In compliance with the Americans with Disabilities Act of 1990, Southern Virginia honors requests for reasonable accommodations made by students with disabilities. Students must self-disclose their documented disability to the Student Wellness Center, which coordinates accommodations between students and professors. Professors are not advised of the nature or details of the disability unless the students themselves choose to discuss it with them. Students should take care of the necessary documentation and paperwork with the Student Wellness Center early in the semester. Accommodations for disabilities are not made until the professor is provided with proper documentation and will not be implemented retroactively for assignments due previous to the receipt of documentation.

[Request Accommodations](#)

Accommodation Guidelines

Accommodations are adjustments to the standard methods used to access educational opportunities at Southern Virginia University. For example, students may be eligible for extra time on an exam, or the use of a basic four-function calculator.

Individual accommodations are determined through a series of questions. The answer to each question must be “yes,” or the accommodation is not appropriate.

1. Does the student have a disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990?
2. Has the student provided appropriate documentation?
3. Is the student “otherwise qualified” to participate in the program or course?
4. With the requested accommodations, can the student perform the essential tasks of the course?
5. Is the requested accommodation reasonable?

An accommodation is reasonable if it is based on documented individual needs; allows the most integrated experience possible; does not compromise the essential requirements of a course or program; does not pose a threat to personal or public safety; does not impose undue financial or administrative burden; and is not of a personal nature involving self-care or activities of daily living.

Determination of reasonable accommodations is made individually on a case-by-case basis. Accommodations are not provided based simply on diagnosis but are provided according to consideration of an individual’s specific needs.

Documentation Guidelines

Students who are seeking academic accommodations through the Student Wellness Center at Southern Virginia University will need to submit documentation to verify disability eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of

1990. Protection from disability discrimination under these statutes is based upon confirmation of a disability that substantially limits a major life activity.

The following guidance is provided in the interest of assuring that documentation is appropriate to verify eligibility and requests for reasonable accommodations or assistive technology. Appropriate documentation will contribute to our understanding the disability and the impact it has on the student in the college environment. The Director of Student Wellness is available to consult with diagnosticians, parents, and students regarding this guidance.

Ideally, quality documentation is:

1. **Conducted by qualified and credentialed professionals**, who have no personal relationship with the student, and whose credentials match the disability being evaluated (i.e., a medical condition documented by a physician, a psychological condition documented by a psychologist, etc.)
2. **Clear**, and contains a specific diagnostic statement, which describes the current, functional impact on a major life activity. A DSM code is preferable.
3. **Comprehensive**, and includes a description of diagnostic criteria, evaluation methods, procedures, dates of testing, and includes the names, data and results of formal instruments, e.g., aptitude testing (such as the WAIS), achievement testing (such as the Woodcock-Johnson), and behavioral testing (such as the BASC).
4. **Current**, and contains information about current functional limitations, and how it impacts the individual in an academic setting. Recent documentation from assessments done during or since the senior year of high school using adult norms are preferable and may be required. Older documentation can inform us of how permanent or invariable conditions may impact the individual.
5. **Thorough and extensive**, and contains information about how the condition may change over time, and in various environments, e.g., weather changes, times of the day, or within changing social and academic contexts. A summary of the effectiveness and impact of medications, interventions or treatments across physical, social, and cognitive settings is also important.
6. **Detailed**, and gives a historically relevant description of past services, interventions, and accommodations, with rationales for each.
7. **Indicatory**, giving explicit recommendations, made by a credentialed professional, for accommodations, services, and strategies.

Emotional Support Animals

Students who wish to keep an emotional support animal on campus will need to provide the following documentation to the Student Wellness Center. Documentation must be provided at the start of each academic year and be dated within the previous six months. The evaluators should be from Virginia or the student's home state. Documentation should include:

1. Credentials and contact information of the evaluator(s).
2. Diagnostic statement identifying the disability.
3. Description of the diagnostic methodology used.
4. Description of the current functional limitations.

5. Description of the expected progression or stability of the disability.
6. Description of current and past accommodations, services, and/or medications.
7. Statement on how the animal serves as an accommodation for the verified disability.
8. Statement on how the need for the animal relates to the ability of the student to use and enjoy the living arrangements provided by the university.
9. Proof the animal is licensed pursuant to applicable laws.
10. Health statement, including vaccination record, for the animal from a licensed veterinarian.
11. Name and contact information of an alternative caregiver for the animal should the owner become ill or unavailable. (The student must keep this information updated with the Office of Housing & Residence Life.)

A student may check in to university housing with an emotional support animal after the Student Wellness Center has certified all documentation. The animal must remain in the student's bedroom.

Registration Requirements

The following are policies on the academic calendar, credit hour definitions, maximum and minimum course loads, class attendance, final examinations, academic calendar, repeating a course, auditing a course, graduation, academic distinction, withdrawal from the University, and adding, dropping, and withdrawing from individual courses.

Academic Calendar Description

The University offers a 15-week fall semester, a 15-week spring semester, and two summer terms. Summer Term 1 lasts seven weeks. It begins in early May and ends mid-June. It includes a four and half week block that ends in early June. Summer Term 2 lasts four and a half weeks. It begins in later July and ends in later August. Classes taken during the summer terms carry regular credit hours and quality points.

Credit Hour

The standard unit of credit at Southern Virginia University is the credit hour. Credit hours are calculated as follows:

1. One lecture credit hour represents 1 hour per week of scheduled class time and 2 hours of student preparation time. Most lecture courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation. These courses are scheduled in 3, 50 minute blocks or 2, 90 minute blocks per week.
2. One laboratory credit hour represents 1 hour per week of lecture plus 1-2 hours per week of scheduled supervised laboratory work, and 2 hours of student preparation time. Laboratory courses at Southern Virginia are awarded 4 credit hours. This calculation represents at least 45 hours of class time, between 45-90 hours of laboratory time, and 90 hours of student preparation per semester.
3. One practice credit hour (visual or performing art studio, physical activity and intercollegiate athletic training, etc.) represents 3-4 hours per week of supervised and/or independent practice. This in turn represents between 45 and 60 hours of work per semester.
4. One independent study hour is calculated similarly to practice credit hours.
5. Internship credit hours are determined by negotiated between the supervising faculty and the work supervisor, both of whom must judge and certify different aspects of the student's work. The credit formula is similar to that for practice credit.

Minimum and Maximum Course Loads

The normal course load for students at the University is 15 credit hours per semester. A full-time student is one who is taking 12 or more credit hours during a semester. On-campus students must carry no fewer than 12 hours of credit in each semester. For a summer term, three hours is considered a full-time load. A maximum of nine credit hours is allowed in summer term 1. A

maximum of six credit hours is allowed in the summer term 1 block if the student does not take courses over the full summer term 1. If a student takes a course over the full summer term 1, then he or she may take no more than three credit hours in the summer term 1 block. A maximum of six credit hours is allowed in summer term 2. A part-time student is one who is taking fewer than 12 credit hours during a semester or three credit hours during a summer term. A student who wishes to carry more than 18 credit hours in a semester must obtain the approval of his or her academic advisor and the chair of the appropriate division and submit an [Overload Request Form](#) to the registrar before registering for that semester's courses. Students may not exceed a semester load of 21 credit hours.

Class Attendance

Students are responsible for the full work of the course in which they are registered, including participation in class discussion and daily work; therefore, regular class attendance is important. The University recognizes diversity in teaching methods and does not impose a uniform class attendance policy. Instead, it directs faculty in each course to set the requirements for attendance and to communicate those requirements in the syllabus distributed at the beginning of each term. The faculty member is the judge of whether the student has met the stated attendance requirement for the course. The student alone assumes responsibility for all absences and for work missed for any reason. The responsibility for initiating the request to make up work is vested in the student. A student who knows in advance that a class will be missed should explain the absence in advance to the professor involved and secure approval and an understanding of missed work he or she is eligible to make up. For unforeseen absences, the student should, immediately upon returning to the class, explain the reason for the absence to the professor. Whether the student is eligible to make up the missed work is at the discretion of the professor involved. Faculty are under no obligation to make special arrangements for students who are absent.

Final Examinations

Students must take their final examinations on the day and hour as specified on the Final Examination Schedule published by the Registrar's Office. Due to evening courses, however, some students have found that their final examination schedule consists of three consecutive exams; for example, this could be morning, afternoon, and evening exams on the same day, or an afternoon and evening exam on one day and a morning exam on the next day. A student with such a schedule may request permission from one of the professors to reschedule the exam at the convenience of the professor. If none of the three professors will reschedule, the student should seek the assistance of his or her academic advisor or the Registrar's Office. Travel plans are not an acceptable excuse to move an exam.

Monday Evening Policy

Southern Virginia University honors the teachings of The Church of Jesus Christ of Latter-day Saints regarding Monday evenings as a time for family. No university-sponsored events are to be held from 7:00 p.m. to 9:00 p.m. on Monday evenings, year round, so that student wards can hold home evening group lessons and activities. Faculty and staff members are encouraged to

utilize Monday evenings for family time. Students are strongly encouraged to participate in their ward home evening groups.

Repeating a Course

With the approval of their academic advisors, students may repeat any course in which they have received a grade of “C” or below. When a student repeats a course, all previous grades for that course remain on his permanent record, but only the highest grade is used in computing the grade point average. A student repeating a course must indicate at the time of registration that the course is being repeated. Failure to do so may result in all grades being used to compute the grade point average.

Taking a Course “Pass/Fail”

Students who have earned a minimum of 90 academic credit hours and who have a minimum 2.0 grade point average may elect to take one course of up to three credit hours during each remaining semester that the student is enrolled in Southern Virginia University prior to graduation on a pass/fail basis with the following provisions:

1. Students must be enrolled in a minimum of 12 credit hours for a grade during a semester or 3 credit hours for a grade during May term.
2. Courses that are taken on a pass/fail basis may not be used to satisfy major, minor, or general education requirements.
3. The instructor must consent to offer a course to a student on a pass/fail basis.
4. Students electing a course on a pass/fail basis may not displace a student taking the course for a grade, in the case of full enrollment.
5. Individual faculty may determine what comprises a passing grade.
6. Pass/fail grades will not be computed in a student’s grade point average.
7. Students must declare pass/fail status in a course by the add/drop deadline.

Auditing a Course

With the approval of their academic advisors, and the consent of course instructors, students may audit classes at the University. Arrangements to audit courses must be completed by the add deadline. An auditing student is required to meet with the instructor to establish the attendance, reading, and participation requirements for the class. The student is exempt from papers, tests, examinations, and other written work. If the audit is completed to the satisfaction of the instructor, the course will appear on the official record with a notation of “NC.” Audits do not earn credits or quality points. A student may take an audited course for credit in a later term. If the credit hours taken by a student, including the audited work, exceeds 18 hours, then an audit fee of \$100 per hour is assessed. Part-time students pay the audit fee per hour taken.

Graduation

At the end of each semester, the calendar lists a graduation date. The graduation date for a student will be the date immediately following a semester in which a student successfully

completes the requirements for a degree and is certified for graduation. Diplomas will be ordered for students at this time. At the end of spring semester there will be a formal commencement ceremony. This ceremony honors all students who have graduated at the end of the preceding summer, fall, or spring semesters. Students must apply for graduation through the Registrar's Office, and are urged to do so a minimum of two semesters prior to graduation. The Registrar's Office conducts an audit of each candidate for graduation upon receipt of the graduation application. Students and their advisors are informed of the results of this audit in a timely manner. The University charges a graduation fee which covers the cost of the diploma and the commencement cap and gown. Students who do not participate in commencement must still pay the fee.

Academic Distinction

The University recognizes the academic attainment of graduating seniors through the awards of Cum Laude, Magna Cum Laude, and Summa Cum Laude, based on a student's grade point average (GPA). The requisite GPA for each award is as follows: Cum Laude, 3.7 to 3.849; Magna Cum Laude, 3.85 to 3.949; Summa Cum Laude, 3.95 and above. To graduate with Academic Distinction a bachelor's degree student must earn at least 60 credits from Southern Virginia University.

Withdrawal from the University

Students who must withdraw from the University should consult with the registrar to complete the necessary withdrawal forms. Until such forms are completed by the student and submitted to the Registrar's Office, withdrawal is not official. Refunds, if any, are given only after official withdrawal. No student may continue to live on campus after withdrawal from the University. Students who do not return by the end of the add/drop period for the fall or spring semester are withdrawn by the Registrar's Office. The subsequent withdrawal date will be the last day of the preceding enrolled semester.

Adding, Dropping, and Withdrawing from Individual Courses

Students may add and drop classes, during the registration period noted on the academic calendar. Adding or dropping a course on or after the first day of classes requires the signature of the affected instructor and the academic adviser. Semester courses may be added or dropped during the first seven days of classes. Summer term courses may be added or dropped during the first three days of the term. Students who have not attended class by the end of the add/drop period are deregistered from the university by the registrar's office. After the add-drop period and until the end of the sixth week of a semester or the fifth day of a term, students may withdraw from a course with a "W" appearing on their academic record. Students may petition the Office of the Provost to withdraw from a course after that time and prior to the conclusion of the semester or term after consulting with their instructor and academic advisor. These will only be granted in extraordinary circumstances, such as severe health problems or hospitalization. Students will receive a "W" on their academic record. No course fee refund will be made if a student withdraws from a course that has a special fee. No "W" will be granted after the conclusion of the semester or term.

Satisfactory Academic Progress

Quantity & Quality Standards

In order to receive federal student aid (both grants and loans), students must maintain satisfactory academic progress during their college years. Normal progression is defined as maintaining a 2.0 GPA and successfully completing 120 credits in eight full-time semesters. However, situations do arise—illness, family crises, etc.—that can slow a student’s progress. Therefore, a minimum standard has been established in an effort to make allowances for the unforeseen in a student’s life.

This standard considers both the quantity and quality of hours achieved within the academic year. To meet the minimum quantity standard, a student must successfully complete at least 66.7% of the credits he/she has attempted. Credits earned at another institution that are accepted as credits towards a program at Southern Virginia University are counted as both successfully completed and attempted credits. To meet the minimum quality standard, a student must achieve at least a 1.8 cumulative GPA following their first year and second year. However, once junior status (56 credit hours successfully completed) has been achieved, a minimum GPA of 2.0 is required for continued federal aid eligibility.

Satisfactory Academic Progress Requirements

The following tables represent the minimum number of credits and GPA required to maintain Satisfactory Academic Progress:

Normal Full-time Progression

Semesters*	Credits	GPA
1	13	2.00
2	26	2.00
3	41	2.00
4	56	2.00
5	72	2.00
6	88	2.00
7	104	2.00
8	120	2.00

Normal Full-time Progression

Semesters*	Credits	GPA
1-4		1.80
5	Must earn 66.7% or more of credits attempted	2.00

6	2.00
7	2.00
8	2.00
9	2.00
10	2.00

*Note: These tables do not reflect Southern Virginia University’s summer term, which is optional. We strongly encourage students to use the summer terms to gain extra hours and improve their GPA to aid in meeting satisfactory academic progress standards. Students may use hours earned in the summer terms at Southern Virginia University or another institution to meet quantity standards. However, only the GPA earned at Southern Virginia University counts toward the quality requirement.

Evaluation of Student Records

At the end of the academic year, each student’s record will be evaluated for satisfactory academic progress. If a student fails to meet the minimum qualitative or quantitative requirements, he or she will be ineligible to receive federal financial aid during the following academic year unless the student successfully appeals and is willing to comply with and commit to an academic plan.

For a degree program requiring 120 credit hours to graduate, federal financial aid eligibility ends after 180 credit hours are attempted, whether or not those hours have been successfully completed.

If a student retakes a course, only the highest grade will count in the tally for the qualitative requirement, but both courses will count as credit hours attempted and affect the quantitative requirement.

If a student withdraws from a course after the regular add/drop period at the beginning of the term ends, he/she will receive a grade of “W”. That course will count in the total hours attempted for the student’s degree program. If a student withdraws or takes a leave of absence from the university mid-semester and re-enrolls at a later date, those courses from which the student has withdrawn will also count towards time spent on their degree program and be calculated into the total hours attempted.

Any course that is awarded a grade of “I” for being incomplete will be counted towards both the total hours attempted as well as the cumulative GPA of the student.

ESL and remedial courses are included in the evaluation of Satisfactory Academic Progress.

Changing majors or seeking additional degrees has no impact on the evaluation of Satisfactory Academic Progress.

Appeal Process

A student has the right to appeal in writing to the Director of Financial Aid as to why the probation or suspension of aid is not justified. In order to appeal aid suspension, a student must submit in writing information regarding why he/she failed to make satisfactory academic progress and what has changed in the student's situation that would allow him/her to demonstrate satisfactory academic progress at the next evaluation. Some of the acceptable situations that warrant an appeal are listed below. Students should identify the specific circumstances that caused the unsatisfactory progress and include all mitigating circumstances they feel should be considered.

Acceptable Reasons for Appeal

1. Severe illness of the student or member of immediate family member
2. Death of an immediate family member
3. Successfully raised GPA at another institution, which did not transfer into Southern Virginia
4. Mental illness or severe trauma to the student
5. Family crisis

All letters of appeal need to be submitted to the Director of Financial Aid prior to the start of fall term. The Director of Financial Aid will review appeals on a case-by-case basis. If the appeal is granted, the student will be placed on Aid Probation. If the appeal is denied, the student may be placed on Aid Suspension.

Aid Probation

Aid Probation is defined as a status assigned to a student when he/she fails to make satisfactory academic progress at the end of an evaluation period, has successfully appealed, and has eligibility for aid reinstated. Only one term is allotted as the probationary period, no matter the length of the term (e.g. probationary period could be Summer II term only). During the probationary period, the student will retain eligibility for Title IV federal financial aid as well as need-based institutional aid, not subject to a higher GPA requirement.

At the end of the probationary period, the student must have regained satisfactory academic progress as defined above. If that level of progress has not been achieved, the student will be placed on Aid Suspension unless he/she is successfully following the established academic plan.

Aid Suspension

Aid Suspension is defined as a status assigned to a student who fails to make satisfactory academic progress at the end of a probationary period and is also not successfully following any established academic plan. A student placed on aid suspension is ineligible to receive any federal financial aid, which includes all federal grants (Pell Grants, SEOG grants, etc) and all federal loans (Subsidized Stafford, Unsubsidized Stafford, and PLUS). The student will remain on aid suspension until satisfactory academic progress standards are met.

Students should be aware that private alternative loans and other outside funds are still available to them even while on aid suspension.

Academic Plans

Students that successfully appeal will need to successfully complete an academic plan. This plan may consist of working with the Student Success Team and/or other individuals at the Provost's discretion. The following may be components of the academic plan.

1. Meet with the Student Success Team on a regular basis
2. Meet with appropriate tutor(s) on a regular basis
3. Meet satisfactory academic progress requirements in a reasonable and acceptable timeframe

Students failing to comply with their academic plan and who do not meet the satisfactory academic progress standards at the end of their probationary period will be placed on aid suspension.

Notifying the Student

While it is ultimately the student's responsibility to be aware of the standing based on this policy, every effort will be made to advise the student on aid probation or suspension for financial aid purposes. An email will be sent to the current email address on record with the university. The university also will send a letter to the student's legal home permanent address on file with the university advising the student of his/her failure to maintain satisfactory academic progress, the details of the sanction (probation or suspension), and the details of the appeal process. The university is not responsible for lost, late or misdirected mail whether via the U.S. Postal Service or electronic format.

Student Grievance Procedure

Purpose

This student grievance procedure ensures that students may present grievances to the university, that they know how to present grievances, and that the university will resolve grievances fairly and justly. A student may pursue a grievance if he or she believes that a member of the university community has violated his or her rights. This procedure applies to alleged discrimination on the basis of race, color, religion, gender, age, national origin, or disability, as well as problems arising in the relationship between a student and the university. The Office of Student Life provides guidance about the appropriate system for redress of particular complaints.

Students may voice general concerns at Southern Virginia Student Association Senate meetings. Senate meetings are typically held every other Wednesday in the Main Hall Ballroom. Students may present individual grievances or recommendations directly to the SVSA Senate.

Informal Resolution

First, students are encouraged to follow the pattern taught in Matthew 18:15-17 and to discuss a grievance with the person alleged to have caused it (hereafter, “the accused”). The student should seek to discuss the issue as soon as he or she experiences the grievance. Also, the student may wish to present the grievance in writing to the person alleged to have caused it. In either case, the accused should respond to the student promptly, either orally or in writing.

Formal Review

Students not wishing or not satisfied with an informal resolution may advance to the next step, which is to submit a formal written grievance to the Office of Student Life. The only exception to this policy is that academic grievances are handled through another process described below under “Academic Issues.” The chair or director (hereafter, the “administrator”) of the area where the accused works will also review the grievance. Students must submit the written grievance within forty-five (45) calendar days after they first became aware of the issues that gave rise to the grievance. If the grievance is against the chair or director of a department or area, the grievance will be addressed to his or her supervisor. The administrator and the Office of Student Life will conduct an investigation to resolve any disputes. The administrator will write a report of the investigation. The administrator shall then submit his or her written decision to the student, to the person alleged to have caused the grievance, and to the Office of Student Life within ten (10) calendar days of receipt of their report. The written determination shall include the reasons for the decision, shall indicate the action to be taken if any, and shall inform the student of the right to seek review by the appropriate vice president (or the president if the administrator is a vice president).

Considerations

Calculation of Time Limitations: If time limits in a procedure place the date for an appeal, decision, or any action on a weekend or university holiday, the university's next regularly scheduled business day is the operative date. These procedural time limits, however, will not limit the university's right immediately to withdraw a student from the university consistent with its administrative withdrawal policies.

Due Process: If an investigation requires a hearing, students are assured rights including the use of an advocate and the calling and confronting of witnesses. Evidence used to decide any complaint should be relevant, reliable, and obtained through reasonable and ethical means.

Non-Retaliation: Retaliation against any student for filing a grievance or against any other individual participating in the investigation is prohibited. Retaliation is against state and federal laws and university policy. Those who retaliate face disciplinary action up to and including termination or sanctions in accordance with applicable student conduct and honor codes. Anyone who has participated in a grievance process may file a grievance if he or she feels retaliation.

Administrative Review: Consistent with relevant standards of confidentiality and privacy, the university administration will periodically review written student grievances as a part of institutional assessment.

Exhaustion of Administrative Remedies: Southern Virginia University is accredited by the American Academy for Liberal Education, located at 526 King St., Suite 203, Alexandria, VA 22314. The Academy's telephone number is (703) 299-9030. Its web and email addresses are www.aale.org and aaleinfo@aale.org. The university is certified to operate and grant baccalaureate degrees by the State Council of Higher Education for Virginia (SCHEV), located at 101 N. 14th Street, Richmond, VA 23219. SCHEV's telephone number is (804) 225-2600. SCHEV's web address is www.schev.edu. Both of these agencies expect that any student bringing a grievance to their attention will have previously exhausted his or her administrative remedies within the university as outlined in these procedures.

Specific Grievance Issues

Academic Issues: Requests for exceptions to academic policy are made by formal petition to the Registrar. Such appeals are reviewed by the Provost Office.

Outside of requests for exceptions, students must first meet promptly with the relevant course instructor to present a concern. If the grievance cannot be resolved informally with the instructor, it should be presented promptly in writing to the division chair responsible for the course in which the issue or concern surfaced. This written complaint should be copied simultaneously to the Office of the Provost. If the grievance is with a faculty member serving as division chair, then the written complaint should be lodged directly with the Office of the Provost. The provost or associate provost will act in the stead of the division chair.

Written complaints to the division chair will be responded to in writing within twenty-one (21) calendar days from the time that they are received. If the parties involved are not satisfied with the resolution of the complaint, an appeal lies with the Academic Affairs Council. A formal appeal must be made, in writing, within fifteen (15) calendar days from the date that the written

decision of the division chair is sent out. The formal appeal is submitted to the Office of the Provost and must include a copy of the original written complaint, a copy of the written decision of the division chair, and an argument for why the decision of the division chair is in error. These materials will be calendared for consideration at a regularly scheduled meeting of the Academic Affairs Council. Any member of the Academic Affairs Council implicated in a formal grievance will recuse him- or herself from consideration of the appeal. The written determination of an academic grievance by the Academic Affairs Council is binding.

Honor Issues: If a student feels a sanction regarding an honor code violation is unjust or unfair, or that new evidence has emerged that has a bearing on the sanction, the student may appeal in writing within forty-eight (48) hours of receipt of notice to the Honor Council or the Executive Honor Council, as described in the Student Handbook.

If, after receiving the council's letter setting forth a determination in the case, the student still has an issue with the sanction, he or she may appeal in writing to the Office of Student Life within three (3) calendar days of the Honor Council decision. The written determination by the Executive Honor Council regarding honor code sanctions is binding.

Housing Issues: If the issue concerns on-campus housing students must talk with the resident advisor or head resident advisor. If they cannot provide a resolution, students must submit a written grievance to the Office of Student Life detailing information about the situation and what has and has not been done to resolve the concern. If the Office of Student Life cannot resolve the issue, the student may present the issue in writing to the Vice President of Operations and Student Services. His or her written determination is binding.

Southern Virginia University does not currently designate university-approved off-campus housing or in any way negotiate with landlords about off-campus housing on behalf of students. If the issue concerns off-campus housing that is not owned or operated by the university, the student may ask the Office of Student Life for advice on how to resolve the issues such as security deposits, contract disputes, or maintenance/custodial services; however, this advice should not be construed as legal advice or as any way binding on the landlord.

Appeals to the President: Appeal to the president of the university is available only to students who have exhausted each step in the grievance process. All appeals to the president of the university must be made within fifteen (15) calendar days of the final decision in a student's grievance procedure. The president will review the case for procedural error and will only overrule the prior decision if, in the president's discretion, the prior decision is clearly erroneous.

These procedures were updated by the Southern Virginia University President's Council on August 18, 2011.

Title IX

Statement of Non-Discrimination

In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and all other applicable non-discrimination laws, Southern Virginia University does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, or veteran's status in its educational programs and activities, admissions, and with regard to employment. Inquiries may be directed to Deidra Dryden, Title IX Coordinator, One University Hill Drive, Buena Vista, VA 24416, 540-261-8516, or deidra.dryden@svu.edu. Mrs. Dryden is designated by the University to coordinate compliance efforts and carry out its responsibilities under Title IX, Section 504, and other applicable non-discrimination laws.

Title IX Coordinator

To better serve the Southern Virginia University community, the University has designated Deidra Dryden as the campus Title IX coordinator. To make suggestions regarding this effort, or to provide information related to any Title IX concerns, such as complaints regarding sexual harassment, sexual assault, or equal opportunity, please contact her at:

Deidra Dryden

Title IX Campus Coordinator
One University Hill Drive
Buena Vista, VA 24416
540-261-8516
deidra.dryden@svu.edu

Reporting Title IX Concerns

Southern Virginia encourages students impacted by sexual misconduct or other Title IX concerns to talk promptly to someone about what happened so that students who have been harmed can get the support they need and the University can respond appropriately. Different employees on campus have different abilities to maintain a student's confidentiality. Most are required to report all the details of an incident to the Title IX coordinator. A report to these employees constitutes a report to the University and generally obligates the University to investigate the incident and take appropriate steps to address the situation.

Reporting to a Confidential Resource

Professional, licensed counselors, pastoral counselors and licensed health care professionals who provide mental-health counseling to members of the Southern Virginia community are not required to report any information about an alleged incident to the Title IX coordinator without a student's permission.

In addition to your pastoral counselor or ecclesiastical leader, individuals on campus that can maintain your confidentiality are:

Chad Kelland

Director of Student Support Services
One University Hill Drive
236 Main Hall
540-261-8470
1-540-266-3819 fax
chad.kelland@svu.edu

Stephanie Hardy

Directory of Library Services
One University Hill Drive
Von Canon Library
540-261-4090
1-540-266-3898 fax
stephanie.hardy@svu.edu

Amnesty

To encourage reporting of Title IX violations, anyone who reports sexual misconduct, either as a witness or complainant, will not be subject to disciplinary action by the University for their own personal use of alcohol or drugs at or near the time of the incident.

Title IX Policies

[Title IX Grievance Procedures](#)

[Title IX Prohibited Conducts](#)

[Victim's Rights](#)

Transfer Credit & Waivers

Students who can demonstrate that their knowledge and skills are equivalent to those gained by courses offered at Southern Virginia University—whether they were gained by formal education or exam—may apply for academic credit or course waivers. Credit or waivers may be granted through a number of means: transfer credit from other post-secondary institutions, Advanced Placement (AP) Exam scores, International Baccalaureate (IB) credit, or portfolio. The university does not grant academic credit for coursework taken on a noncredit basis.

Transfer Credits

College credits earned elsewhere will be evaluated by the registrar with respect to curricular requirements at Southern Virginia University. Transfer credit may be granted for academic classes appearing on official transcripts of post-secondary institutions in which students earn a grade of “C-” or better. Transfer credit is not granted for developmental classes, orientation classes, or for classes other than physical activity courses in which a student receives a “Pass.” Current Southern Virginia students are advised to confer with the registrar prior to enrolling in course work at other institutions if they intend that the credit be applied toward graduation from Southern Virginia. Class standing of transfer students will be based on the number of credits accepted for transfer. Hours earned and courses waived are entered on students’ transcripts, but no grades or quality points are awarded. Admissions Advisors will refer transfer credit questions to academic advisors. Transferability of Southern Virginia University credit to another institution of higher learning is at the sole discretion of the receiving institution.

Credit for Foreign Language Experience

Students who come to Southern Virginia University with substantial previous experience in a foreign language (whether through classroom experience or contact with the language by living in a foreign language culture) may receive up to twelve hours of foreign language course credit after a language skill assessment (requiring a nominal fee). The assessment exam should be taken in the student’s first semester at Southern Virginia University, or in the first semester after having lived in a foreign-language culture. No credit will be granted below the level of a course for which a student already has earned credit. Native speakers of a language other than English may receive twelve hours of credit after taking a language skill assessment of English (requiring a nominal fee). For languages where no exam exists, students may receive twelve credit hours by providing proof of proficiency with a letter from an appropriate authority stating that the person does indeed speak the language at or above the intermediate level, plus completion of a portfolio. Only pass/fail credit will be awarded.

[Register for a language placement test](#)

Advanced Placement Scores

Credit or course waivers may be granted for satisfactory attainment on Advanced Placement Exams. Credit will be given only in those areas in which comparable courses are offered at the

university and will be determined by evaluation procedures set forth by the academic divisions. No grades will be assigned to the courses, nor will they be figured into a student's grade point average. Official results must be sent to the registrar for analysis before credit is granted.

International Baccalaureate (IB) Credit

Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate transcript of grades but subject in every instance to the recommendation of the academic department concerned and approved by the Provost. An IB course at the subsidiary level will normally be given three hours of general credit. An IB course at the higher level may receive 6 hours of general credit and possibly fill a general education requirement. IB scores of 5, 6, or 7 will be awarded credit according to Southern Virginia standards.

LDS Institute Courses

Up to 14 credit hours of Institute of Religion coursework accepted by Southern Virginia University and taught by qualified faculty may count towards the Southern Virginia University bachelor's degree. A student may count no more than two credit hours of institute coursework per semester or term toward the degree. The University awards pass/fail credit for institute coursework.

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[Jon Wallin](#), Director of Institutional Effectiveness

President Reed Wilcox

Reed Wilcox is president of Southern Virginia University. He previously served as co-founder and chief development officer, and currently serves on the board of directors of Clene Nanomedicine, a science-based company with proprietary technology integrating nanotechnology, advanced materials science, plasma physics, and biotechnology. Clene's proprietary nanomedicine technology is a new form of matter for use in pharmaceuticals — ultrapure clean-surface nanocrystal suspensions in pharmaceutical grade water, with high therapeutic activity yet low toxicity to treat serious demyelinating diseases and cancer. Clene is preparing an FDA submission to begin Clinical Trials in 2014 in Neuromyelitis Optica, a rare severe neurological disease, followed by Clinical Trials in cancer to begin in 2015.

Wilcox also co-founded General Resonance, LLC, the parent company of Clene. Working in the U.S., Europe, and West Africa, he started and led the company's pharmaceuticals initiative that helped lead to the creation of Clene Nanomedicine. In this role he and his family spent a year in West Africa, leading a research program in neglected diseases with the University of Ghana. He currently serves on the board of General Resonance.

Wilcox is a former partner and director of The Boston Consulting Group (BCG), a leading global professional firm, working in the Boston, Paris, and Chicago offices. He was co-founder and senior managing director of the Flagship Group. Working in corporate strategy and innovation, he advised and worked closely with chief executive officers and boards of directors of leading U.S. and international corporations and institutions. In these roles, he has worked closely with executives at the most senior levels of leading corporations and not-for-profit organizations, in fields as diverse as pharmaceuticals, power engineering, aerospace, medical devices, infrastructure, consumer products, hospital care, and cultural education. A co-inventor of Clene's technology, he is an inventor on 23 United States patents.

Wilcox graduated cum laude from Harvard Law School and with high distinction as a Baker Scholar from Harvard Business School. As an undergraduate at Brigham Young University, he was a National Merit Scholar, served as vice president of academics and student body president, and graduated summa cum laude with highest honors from the Honors Program.

A member of The Church of Jesus Christ of Latter-day Saints, he served as president of the Marseille and Toulouse France Missions of the Church. While there, he oversaw the successful consolidation of two large missions, significant growth in active membership, and the creation of the Toulouse France Stake of the Church. He speaks and reads French fluently. He has lived and worked internationally for over a decade, in Europe, Africa, China, and Japan.

B.S., Brigham Young University; M.B.A., Harvard Graduate School of Business; J.D., Harvard Law School

Kristie Gibbons, Executive Assistant to the President

Kristie Gibbons came to Buena Vista, Va. with her family in 2003 and joined the Southern Virginia staff in 2004.

Her previous experience includes teaching art and music at Ferron Elementary in Ferron, Utah and teaching at the Carden Lee Academy in Provo, Utah. She has also taught courses in social and cultural anthropology at Brigham Young University and at the College of Eastern Utah. She spent three years as a full time Resident Director at BYU, and as part of that assignment she gained experience teaching courses on student development and wellness in conjunction with the Counseling and Development Center.

She spent much of her first year in Buena Vista, Va. developing and directing an after-school art and music program as a volunteer at Parry McCluer Middle School. She has enjoyed sponsoring small events and gatherings but also has directed annual community celebrations and fundraisers with civic leaders.

B.A., Brigham Young University, 1990

Brett Garcia, Executive Vice President & Chief of Staff

Brett Garcia came to Southern Virginia as dean of admissions in September 2009. He previously worked at Bausch & Lomb, where he was a territory manager in Oregon and Idaho. Prior to holding that position, he spent five years with Pfizer, Inc. While at Pfizer, he received numerous awards for high achievements, including the prestigious Vice President's Cabinet award, which he received twice. He also co-owned a company that provided industrial training seminars.

He holds a bachelor's degree from Brigham Young University and an M.B.A. from the University of North Carolina at Chapel Hill with an emphasis in marketing.

Garcia served a full-time mission for The Church of Jesus Christ of Latter-day Saints in Milan, Italy.

B.A., Brigham Young University; M.B.A., Kenan-Flagler Business School, University of North Carolina

Jeremiah John, Provost & Chief Academic Officer

Jeremiah John joined the Southern Virginia faculty in 2007 as an associate professor of politics and currently serves as the coordinator of the politics program.

Before teaching at Southern Virginia, John graduated summa cum laude from Hampden-Sydney College in 2000. In January 2008, he earned his doctorate in political theory and comparative politics from University of Notre Dame, with a dissertation on law and morality in Hegel's political philosophy.

B.A., Hampden-Sydney College, 2000; M.A., Ph.D., University of Notre Dame, 2004, 2008

Chris Pendleton, Executive Vice President & Chief Marketing Officer

Chris Pendleton is an Executive Vice President and the Chief Marketing Officer at Southern Virginia University. He supervises the University's branding, creative, marketing, enrollment, student success, and sports information departments.

During the past five years, Pendleton has helped grow the University's total enrollment more than 50 percent—making Southern Virginia one of the fastest growing colleges anywhere. He has also helped elevate the University's brand by leading a complete update of the school's brand assets and visual identity in 2017.

Pendleton majored in philosophy at Southern Virginia University where he earned academic honors as the Barrus Scholar and valedictorian of his graduating class. He also earned multiple honors as a student-athlete with men's basketball, including ESPN First Team Academic All-American for his senior campaign.

After graduating from Southern Virginia University, Pendleton completed an internship at The White House in the Office of Presidential Speechwriting where he helped edit and fact-check presidential speeches and remarks. Following his time at The White House, Pendleton worked at Webster, Chamberlain & Bean—a full-service law firm for nonprofits based in Washington, D.C.—before returning to Southern Virginia University in 2010.

Pendleton served a full-time mission for The Church of Jesus Christ of Latter-day Saints in Germany and earned a master's in communication with an emphasis in digital communications from The Johns Hopkins University.

B.A., Southern Virginia University, 2008; M.A., The Johns Hopkins University, 2018

Deidra Dryden, Vice President & Director of Athletics

Deidra Dryden began coaching at Southern Virginia University in 1997 and helped recruit the first women's basketball, volleyball and soccer teams. She has also coached intercollegiate women's soccer, basketball, softball, and tennis.

From 1998 to 1999, she was the head women's soccer coach and the team won the NSCAA national championship. That year she was also the head women's basketball coach and the basketball team finished fourth at NSCAA national tournament.

The following year, she was the assistant women's basketball coach and the team won the NSCAA championship. She also coached softball, which placed second at the NSCAA national tournament. From 2000 to 2005, she was the head softball coach and the team had five appearances at national tournaments.

Dryden's intercollegiate athletic career includes playing tennis at Brigham Young University-Hawaii and playing basketball and tennis at Columbus State University.

B.S., Columbus State University, 1990; M.Ed., James Madison University, 2017

Jon Wallin, Director of Institutional Effectiveness

Jon Wallin is the director of institutional effectiveness at Southern Virginia University. He is also the liaison between the University and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

He received a doctorate in English from Purdue University, where he was the recipient of the Ross Fellowship, which recognizes excellence in scholarship and teaching. His areas of research include writing pedagogy, writing program administration, and cultural studies.

Prior to his doctoral studies, Wallin attended BYU, where he earned a master's degree in English with a focus in rhetoric and composition. He also received a bachelor's degree in English from the University of Utah in 2007.

He served a full-time mission for The Church of Jesus Christ of Latter-day Saints in Milan, Italy, from 1999 to 2001. In addition to his missionary service, he has also served the Church in a variety of other capacities.

B.S., University of Utah, 2007; M.S., Brigham Young University, 2010; Ph.D., Purdue University, 2015;
