ART 340: Practicum in Art Education, Dr. Richard Bay, Art Education Intervention, McHarg Elementary School, Radford, VA

SC CORE 101 (Sections 14, 30, 55) - Dr. Michele Ren. This course offers an introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, standard written English and basic oral communication skills. Our writing and discussions will focus on communicating across differences at RU and beyond.

SC CORE 101 (Sections 05, 31) - Ms. Jessica Thomasson. This class introduces students to college-level reading, writing, and speaking through the lens of civic and social engagement. Students are exposed to the Scholar-Citizen learning outcomes and pedagogies, and the course is geared toward experiential, applied learning.

CRJU 490 (Section 01) - Dr. Shelley Wagers. The purpose of this course is to take an in-depth look into the development of domestic violence theories and evaluate the criminal justice system's response to incidents of domestic violence. Specifically, it will examine the criminalization of domestic violence and critically analyze the effectiveness of current policies and programs, such as preferred arrest, victimless prosecution, and treatment models for batterer interventions. This will be achieved by combining academic research with real-world experiences to engage students and challenge them to address the current controversies, issues, and challenges regarding domestic violence.

In association with Co-Curricular program Bruised But Not Broken - An Epic Journey of Healing, Recovery and Triumph.

DSN 400: Special Topics in Design, Think Through Make: An Interdisciplinary Approach - Mr. Nathan Bicak. This course acts as an interdisciplinary studio and will focus on four areas of design collaboration; investigative research (including funding outreach); pre-design collaboration (including prototyping), construction techniques, and community outreach. Students will gain an understanding of the issues and impact of sustainable practices in the residential environment and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts. Students will address a holistic design problem through inter-disciplinary collaborations and consensus building, leadership and teamwork. Through a series of exercises students will assess the strengths and weaknesses of their collaborative design work and revise and develop reiterations as necessary. Community outreach will include educating others about the economic and ecologic advantages of small-scale living. In addition, students will develop community relationships with regional professionals.
SC LEAD 110: Emerging Leaders (Section 01) - Robert E. Bedford. Introduction to the nature of leadership, an assessment of your leadership skills, and effective ways to further develop these skills.

SC LEAD 110: Emerging Leaders (Section 02) - Ken Bonk. Introduction to the nature of leadership, an assessment of your leadership skills, and effective ways to further develop these skills.

SC MGMT 460: Business & Society (Section 01) - Dr. J. Stephen Childers, Jr. This course will provide students with valuable insight into balancing the business and society relationship. The course incorporates a civic engagement project, exposure to the ePortfolio initiative, and focuses on real-world problem solving and business ethics.

NUTR 405 (Section 01) - Jyotsna Sharman. This course presents current trends in nutrition programs at the local, state, and national levels. The course introduces methods used to assess and meet nutritional needs of populations and explores influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior of groups within a community.

http://www.radford.edu/content/radfordcore/home/news/releases/2014/january/students-promote-health-and-wellness-in-the-community.html

PEAC 200 (all sections) - Courtney Ross. Through examining a number of major issues associated with the discipline of peace studies, this course introduces students both to the important contemporary discipline of peace studies and to the major international and global issues associated with the human quest for a more just and peaceful world order. Through studying the central international and global issues confronting humankind in the 21st century, students learn to engage in careful and sustained reflection on some of the major problems confronting humankind today, as well as on the issues of conflict management at the international level, and, finally, on their personal roles and responsibilities as world citizens.

SC UNIV 100 (Section 20) - Dr. Erin Webster Garrett and Peer Instructor K.C. Repage. The Scholar-Citizen section of UNIV 100 is for students who wish to become agents of change in their communities and who are passionate about making a difference. This section will encourage participants to ask big, essential questions, and to turn those discussions into actions. Some of these questions might include:

- for whom and what are we personally responsible?
- how do our interactions with others change or expand our own views or perspectives?
- how can we apply what we are learning in the classroom to other areas of our lives and to the social issues that we care about?
- what could we sacrifice to repair the world?
• how is the life we are living today aligned with the most important goals and values we have identified for ourselves?
• how is what we are doing today preparing us to positively change tomorrow?

The class will read selections from Dream of a Nation(http://dreamofanation.org/), invite various guest speakers from across campus to help us navigate particular questions related to university life, and participate in at least one class service project. This course counts toward the academic requirements for graduating as a Scholar-Citizen.

SC WMST 101: Women in the World (Sections 01 & 02) - Dr. Michele Ren. This class studies the concept of gender and its links to women's issues both at home and abroad. Students engage in on-going debates about issues that are relevent to their own lived experiences and are required to reflect upon ways that their own disciplinary knowledge suggests social action and inquiry.