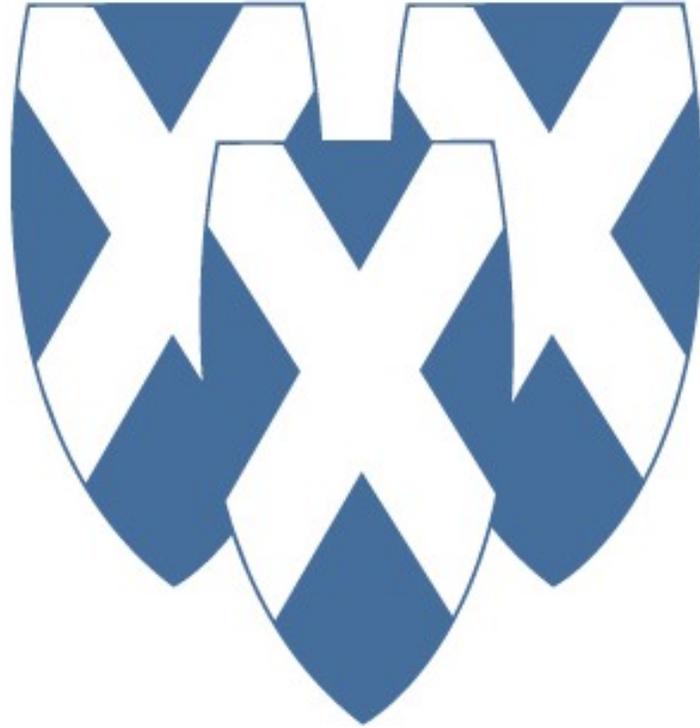


St. Andrews University

A Branch of Webber International University



Academic Catalog

2018-2019

The official Academic Catalog for St. Andrews (a Branch of Webber International University) is located on the campus website at the following location: <https://www.sa.edu/files/Academics/Catalog2018.pdf>

It includes all of the revisions found in this document as well as other revisions that have been made from time to time. Please use the published copy of the Academic Catalog as your guide but remember the online version is the authoritative one.

**St. Andrews University,
a Branch of Webber International University**

**Revised 2018 – 2019 Calendar
Hurricane Florence**

Fall 2018: Full Calendar

Thursday-Sunday	August 16 – 19	New Student Orientation
Monday	August 20	First day of academic term Registration – Main Campus
Tuesday	August 21	Sandhills and main campus courses begin
Friday	August 24	Last day to add a Demi 1 course - Last
day to drop a Demi 1 course without a “W”		grade
		<i>(After this date, there will be a \$10 charge</i>
<i>to add or drop)</i>		
<i>Monday</i>	<i>August 27</i>	<i>“W” grades begin for Demi 1 courses</i>
Wednesday	August 29	Last day to add a semester long course or
drop a semester long course without a		“W” grade
		<i>(After this date, there will be a \$10 charge</i>
<i>to add or drop)</i>		
<i>Thursday</i>	<i>August 30</i>	<i>“W” grades begin for semester long</i>
<i>courses</i>		
Wednesday-Friday	Sept. 12 -28	Hurricane Florence Impact

Revised Fall 2018 Calendar Begins

Monday	October 1	Classes Resume
Wednesday	October 3	Demi 1 mid-term grades due
Monday	October 8	Last day to withdraw from a Demi 1
course with a "W" grade		
Tuesday	October 9	WP/WF grades begin if a student
withdraws from a Demi 1 course		
Tuesday – Thursday	October 9-11	Pass/Fail for Demi 1 courses
Friday	October 12	Spring and summer semester incompletes
become “F” if not removed		
Friday	October 19	Last day Demi 1
Monday	October 22	Mid-term grades and final Demi 1
grades due (12:00 noon)		
Monday	October 29	First day Demi 2
Friday	November 2	Last day to add a Demi 2 course
		Last day to drop a Demi 2 course without
a “W” grade		
<i>(After this date, there will be a \$10 charge to add or drop)</i>		
Monday	November 5	“W” grades begin for Demi 2 courses
Monday – Friday	November 5-16	Advisement period for Advanced
Registration Spring 2019		
Friday	November 16	Last day to withdraw from a semester
long course with a "W" grade		
Monday	November 19	WP/WF grades begin if a student
withdraws from a semester long course		

**St. Andrews University,
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Monday	November 19	Demi 2 mid-term grades due
Monday – Monday	November 19-26	Pass/Fail for semester long courses
Wednesday – Sunday	November 21 – 25	Thanksgiving Break
Wednesday course with a “W” grade	November 28	Last day to withdraw from a Demi 2
Thursday withdraws from a Demi 2 course	November 29	WP/WF grades begin if a student
Friday – Tuesday	Nov 30 - Dec. 4	Pass/Fail for Demi 2 courses
Friday main campus semester long courses	December 14	Last class day for Demi 2 courses and
semester long courses - grades of WP/WF		Last day to withdraw from Demi 2 and
		apply
Monday – Friday	December 17-21	Final Exams
Friday	December 21	Last day of academic term
Saturday	December 22	Dorms close at 10:00 a.m.
Friday	December 28	Grades due (12:00 noon)

Spring 2019: Full Calendar: Revised

Monday - Tuesday	January 14 – 15	New Student Orientation
Tuesday	January 15	First day of academic term
		Registration – Main Campus
Wednesday	January 16	Sandhills and main campus classes begin
Monday a Demi 1 course without a “W” grade	January 21	Last day to add a Demi 1 course or drop
		<i>(After this date, there will be a \$10 charge</i>
<i>to add or drop)</i>		
Monday	January 21	Sandhills Campus: No Classes – Martin
Luther King, Jr. day		
<i>Tuesday</i>	<i>January 22</i>	<i>“W” grades begin for Demi 1</i>
<i>courses</i>		
Friday	January 25	Last day to add a semester long course or
drop semester long course without a “W”		grade
		<i>(After this date, there will be a \$10 charge</i>
<i>to add or drop)</i>		
Monday	January 28	“W” grades begin for semester long
courses		
Wednesday	February 6	Demi 1 mid-term grades due
<i>Tuesday</i>	<i>February 12</i>	<i>Check points due</i>
Tuesday	February 19	Last day to withdraw from a Demi 1
course with a “W” grade		
Wednesday	February 20	WP/WF grades begin if a student
withdraws from a Demi 1 course		
Wednesday – Friday	February 20 – 22	Pass/Fail for Demi 1 courses
Monday	February 25	Fall semester incompletes become “F” if
not removed		
Friday	March 1	Last day Demi 1

**St. Andrews University,
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Monday grades due (12:00 noon)	March 4	Mid-term grades and final Demi 1
Saturday – Sunday	March 9-17	Spring Break
Monday	March 18	First day Demi 2
Thursday	March 21	Last day to add a Demi 2 course or drop
Demi 2 course without a “W” grade		
<i>to add or drop)</i>		<i>(After this date, there will be a \$10 charge</i>
Friday	March 22	“W” grades begin for Demi 2 courses
Monday – Friday Registration Fall 2019	April 1-12	Advisement period for Advanced
<i>Friday</i>	<i>April 5</i>	<i>Last day to withdraw from a semester</i>
<i>long course with a "W" grade</i>		
Monday	April 8	WP/WF grades begin if a student
withdraws from a semester long course		
Monday	April 8	Demi 2 mid-term grades due
<i>Monday – Friday</i>	<i>April 8-12</i>	<i>Pass/ Fail for semester long courses</i>
Thursday	April 18	Last day to withdraw from a Demi 2
course with a “W” grade		
Friday – Monday	April 19 – April 22	Easter Break
Tuesday	April 23	WP/WF grades begin if a student
withdraws from a Demi 2 course		
Tuesday – Thursday	April 23 – 25	Pass/Fail for Demi 2 courses
Thursday	May 2	Last class day for Demi 2 and main
campus semester long courses		
semester long courses - grades of WP/WF		Last day to withdraw from Demi 2 and
Friday	May 3	apply
Saturday	May 4	Study Day
Monday – Thursday	May 6-9	Final Exams
Thursday	May 9	Final Exams
Friday	May 10	Senior grades due by 10:00 a.m.
Saturday	May 11	Baccalaureate
Monday	May 13	Commencement
		Grades due (12:00 noon)

Calendar Revised: September 26, 2018

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a Branch of Webber International University**

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2018-2019 Academic Catalog

This catalog is prepared to furnish information about the institution. Reasonable effort has been made to ensure the accuracy of information contained in this publication, however, the institution reserves the right to correct any errors as may be found and as it deems appropriate. Interpretation of any possible ambiguity and/or resolution of any possible conflict between or among the parts of this text, or other institutional publications or documents is the sole and exclusive right of the institution. St. Andrews reserves the right to make changes at its discretion.

Notification of any such changes will be appropriately circulated. Any such changes will be incorporated into the electronic version of the Academic Catalog, which is the authoritative version of the catalog.

Although faculty and staff can assist students in understanding this catalog, in the final analysis each student is responsible for knowing and following the degree requirements and regulations as outlined in the official version of the catalog.

Laurinburg Campus

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Laurinburg, North Carolina 28352
(910) 277-5000

Sandhills Program

3395 Airport Road
Pinehurst, North Carolina 28374
(910) 695-3888
sandhills@sa.edu

Webber International University

1201 N. Scenic Highway
Babson Park, Florida
1-800-741-1844

St. Andrews Campus Information

Phone (910) 277-5000 • fax (910) 277-5020
E-mail: info@sa.edu • Website: www.sa.edu

Statement of Equal Employment Opportunity and Nondiscrimination

Recognizing that equality is a fundamental goal in a democratic society, the institution, on the basis of its purpose and principles, commits itself legally and morally to achieving that equality for members of its community. The institution affirms the dignity and worth of each individual and treats each member, employee and applicant for

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employment on the basis of merit, experience and other work-related criteria without regard to race, color, religion, gender, sexual orientation, national origin, ancestry, age, disability, or any other protected class under relevant state and federal laws.

The policy is to ensure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to every facet of personnel administration, including, but not limited to: recruitment, recruitment advertising, employment, training, assignment, pay and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention and discharge of employees.

The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies and scholarship and loan programs and to the housing of students.

Family Educational Rights and Privacy Act of 1974 Student Rights

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education record within 45 days of the day St. Andrews receives a request for access.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before St. Andrews discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by St. Andrews to comply with the requirements of FERPA.

Detailed information about these rights is available in the student handbook, The Saltire. For questions regarding FERPA, please contact the Dean of Students.

Drug-Free Workplace

The policy is to maintain a drug-free workplace and educational environment. Accordingly, all employees and students are prohibited from illegally using, distributing, manufacturing or possessing controlled substances of any kind on the institution's premises. The institution reserves the right to administer post-employment drug tests for just cause.

Students:

Each student is subject to the provisions and procedures contained in The Saltire, the student handbook.

Employees:

All employees are required to immediately submit to drug tests subsequent to being involved in an accident of any kind, in the performance of work-related duties, whether or not they are injured. Failure to do so will result in immediate termination. Each employee must, as a condition of employment, comply with the drug-free workplace policy and notify his/her immediate supervisor of any conviction of a drug charge which results in a violation of

St. Andrews's drug-free workplace policy. Such notification shall be made no later than five (5) days after such

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conviction.

All appropriate federal agency or office from which it receives grants, loans or other financial support will be notified within ten (10) days from notification of an employee's drug conviction.

Within thirty (30) days of receiving the notice referred to in the fourth paragraph above (that is, any conviction of a drug charge), St. Andrews will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other lesser remedy deemed appropriate. Among other things, the institution may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies as a condition of continued employment. From time to time, drug-free awareness programs will be established to inform the employees about this policy, the dangers of drug abuse in the workplace, and available drug counseling, rehabilitation and assistance programs. Employees should consult the "Workers Compensation Injury Procedure" for further important information.

Webber International University/St. Andrews

In 2011 Webber International University and St. Andrews received approval from the Southern Association of Colleges and Schools Commission on Colleges (SACS) to merge the two institutions. As a result, St. Andrews became a branch of Webber International University (1201 N. Scenic Highway, Babson Park, Florida, www.webber.edu, telephone 863-638-2910). Webber, a university that focuses on business education, and St. Andrews, a liberal arts institution, forged a relationship for the mutual benefit of the students and educational programs of both institutions.

After an initial two-year period of interim licensure, in 2013 University of North Carolina System Board of Governors approved regular licensure for Webber to conduct post-secondary degree activity in North Carolina (for which the required tuition Guaranty Bond, which is accessible for review, is held by Western Surety Company of Sioux Falls, South Dakota). Webber International University is located and chartered in the State of Florida and is included among the independent colleges and universities that are exempt from Florida licensure.

The principal office of the corporation is 1201 N. Scenic Highway, Babson Park, Florida 33827-0096 (telephone: 800-741-1844). The electronic mail address of the principal office of the corporation, and of St. Andrews, is www.webber.edu.

Heritage of St. Andrews

St. Andrews was formed through the merger of two Presbyterian related colleges; Flora Macdonald College in Red Springs, NC (founded for women in 1896) and Presbyterian Junior College for Men in Maxton, NC (founded in 1928). It was first known as Consolidated Presbyterian College and was chartered in 1958.

Created as a residential, coeducational, senior college of arts and sciences, a new campus for the consolidated college was constructed in Laurinburg, NC, and instruction was initiated at that site in 1961. The name of the college was chosen to memorialize its founding by Presbyterians and the establishment of that denomination in Scotland, to celebrate the commitment of Scots and Presbyterians to promoting educational excellence, and to identify it with the University of St. Andrews, a leader in higher education in Scotland.

True to its foundational heritage, it is a student-centered institution of higher learning. At the institution, our first priorities are teaching and advising students. Our academic standards and expectations are high, and we pursue academic excellence with determination and vigor. We labor diligently to help each student achieve academic success and meet personal goals, and we enjoy uncommon success in transforming the lives of our students for the

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better. We intentionally emphasize the development of the whole person – intellectually, socially, and spiritually – so students may achieve their fullest potential and become contributing members of society. We emphasize interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. And, we are an institution where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute positively to the maintenance of a true teaching and learning environment.

Webber International University History

On April 6, 1927, Grace Knight and Roger W. Babson founded Webber International University, which carries the name of their granddaughter, Camilla Grace Webber. Roger was best known for his contributions in the areas of economics and finance, which included the establishment of Babson’s Reports and authorship of a number of business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards, as well as the endowment of several charitable foundations. Webber was founded as a women’s university, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the State of Florida as a non-profit organization.

Originally the Babson Park campus was only used for the spring term, while fall classes were taught in Boston. In 1940, Babson Park became Webber’s permanent campus and our student body became co-ed in 1971. Our campus is situated on the shore of beautiful Crooked Lake and in addition to our classroom and administration buildings, we have a Student Union, four dormitories, two gymnasiums, a state of the art fitness center and a conference center. Webber is a member of the NAIA and the Florida Sun Conference. Webber women participate in soccer, volleyball (indoor and beach), basketball, tennis, softball, cross-country, golf, track and field and bowling. Men compete in cross-country, soccer, basketball, tennis, baseball, golf, track and field, football and bowling.

In addition to our traditional undergraduate program, we proudly offer a Master of Business Administration degree program with emphasis in Accounting, International Business, Security Management, and Sport Management. We also offer an adult education program. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow’s business leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

Mission

Webber International University

Florida and North Carolina Campuses

Mission	Approved: December 19, 2011
	Approved By: Board of Trustees Florida Faculty: April 28, 2014 North Carolina Faculty: May 9, 2014
CR 2.4	Reaffirmed (with an editorial change): February 21, 2014
	Board approval of editorial clarification: Summer 2015

(collectively The University)

Mission

St. Andrews University,
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The University's mission is to offer students an array of business, liberal arts and sciences, and pre-professional programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multi-disciplinary in its general education core. Students will acquire depth of knowledge and expertise in their chosen field of study, balanced by breadth of knowledge across various disciplines. Special emphasis is placed on enhancing oral and written communication, and critical thinking skills.

The University awards degrees at the bachelor and master levels at locations in Florida and North Carolina, as well as at the associate level in Florida. Traditional classroom, online, and hybrid learning environments are available. Opportunities exist for students to draw on the courses and programs of study at both locations through online courses and/or periods of residence at either campus. Webber's programs in Florida focus on the worldwide business environment, and emphasize development of skills in administration and strategic planning, applied modern business practices, and entrepreneurship. The St. Andrews branch campus in North Carolina offers an array of traditional liberal arts and sciences and pre-professional programs of study.

About the St. Andrews Branch Campus

Accreditation

St. Andrews is a branch of Webber International University (1201 N. Scenic Highway, Babson Park, Florida, telephone 1-800-741-1844). Webber International University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, bachelor, and master level. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at <http://www.sacscoc.org> for questions about the accreditation of Webber International University.

The Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

Note: in accord with the Commission's Comprehensive Standard 3.14, "...the Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard."

Note: in accord with the Commission's Comprehensive Standard 3.14.1, "...the three-fold purpose for publishing the Commission's address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement." Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to St. Andrews and not to the Commission's office.

The Elementary Education (K-6), Physical Education (K-12), Middle Grades, and Special Education programs are approved by the North Carolina Department of Public Instruction (NCDPI). The Therapeutic Riding Program has been granted Premier Accredited Center Status by NARHA (now PATH Intl., the Professional Association of Therapeutic Horsemanship International).

St. Andrews is a member of North Carolina Independent Colleges and Universities (NCICU), the Council of Independent Colleges, the Association of Presbyterian Colleges and Universities (APCU). St. Andrews's women graduates qualify for membership in the American Association of University Women (AAUW).

The Students

Typically, students hail from throughout the United States and from several foreign countries. Together they create a cosmopolitan atmosphere in an academic community that challenges them to do their best in intellectual pursuits, creative endeavors, and service to others.

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The Faculty

The first priority of the faculty is to deliver quality teaching and effective advising. Faculty members are also committed to continuing professional development, scholarship, while actively contributing to the local community. A student-to-faculty ratio of 15- to-1 facilitates the interactive approach to teaching and learning. A commitment by the faculty to interdisciplinary teamwork in the teaching of the general education program enhances the vitality and appeal of the educational experience. Many of the faculty have lived, traveled or studied in Europe, Africa, Asia and Latin America. Others bring to their classrooms varied insights, applications and connections from previous work and service experiences.

Location

The St. Andrews branch campus is located on the south side of Laurinburg, a community of 18,000 people. The city is located at the junction of U.S. Routes 401, 15-501, and 74.

Three times an “All-America City,” and the county seat of Scotland County, Laurinburg offers students a pleasant setting for study and recreation, where they enjoy a climate similar to that of the nearby resorts of Southern Pines and Pinehurst. Spectacular mountains and magnificent beaches are within easy driving distance.

About the Campus

The campus architecture won its architects a first-place citation in national competition in the early 1960s. The 300-acre campus features classroom, administrative, and residential buildings grouped on opposite banks of the 70-acre Lake Ansley C. Moore, with many acres of forested land surrounding the campus, creating a park-like atmosphere. Additionally, the Laurinburg campus includes a 300-acre equestrian center located about a mile away. Additional programs coordinated by the campus includes an off-site instructional location that is housed on the campus of Sandhills Community College in Pinehurst, NC, and an online program.

Assessment

There is a commitment to a process of continuous institutional self-examination at all levels and in all areas, both academic and administrative. The reason for this process is to provide a documented record of the degree of success in attaining its stated purpose, to identify those areas of weakness requiring improvement, and to implement those changes necessary to achieve institutional goals and continuously improve educational programs, services and operations. The program of assessment is both systematic and comprehensive, utilizes quantitative and qualitative means of assessment, uses the results of assessment for improvement, and plays a critical role in the institutional planning process.

Admission

First-year and transfer students may be admitted to the Laurinburg campus for both Fall and Spring semesters and non-traditional students may be admitted through The Sandhills Program for Fall, Spring and Summer terms. Student with high abilities and those with high potential are accepted for enrollment. The Office of Admission seeks to ensure that candidates for admission possess the characteristics and skills necessary for success at the institution. Students are accepted who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, gender or sexual orientation. Prospective students are encouraged to contact the Admissions department to tour the

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campus, discuss programs of interest, and to share their personal goals. To discuss your interest in the university or to schedule a visit with the Office of Admissions, students should call 1-800- 763-0198.

To apply, each student should submit an application for admission online at sa.edu and click to apply. The Campus operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed and decisions are made. An enrollment deposit of \$260 is required to hold your place and will be applied to the first semester bill.

Admission Requirements

First-Year Freshman Students

First-year freshman students are those who are entering St. Andrews from high school or students with less than 12 semester university credits. To complete the application for admission, all first-year students must request an official high school transcript providing evidence of high school graduation and scores from the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT). The report should be sent directly to St. Andrews through the appropriate testing report service or as a part of the high school transcript or GED. The transcript and score reports should be sent directly to the Office of Admission, 1700 Dogwood Mile, Laurinburg, NC 28352.

Freshman applicants must satisfactorily complete at least 13 of the following university prep curriculum courses:

1. Three units of English.
2. One unit of a foreign language.
3. Three units of mathematics, including Geometry and Algebra II.
4. Three units of social studies.
5. Three units of science.

Our admissions philosophy is very simple – we look at each applicant individually as a whole because our mission is to educate the whole individual. There are no stated minimum scores for GPA or test scores. We strongly consider GPA and class rank as evidence of past academic success, SAT/ACT scores as an indicator of future academic success, and extracurricular activities with emphasis on leadership, volunteerism, service and commitment as evidence of the breadth and depth of involvement and predictor of contributions as a member of our campus community.

Students who do not have an academic and/or extracurricular record consistent with what would be expected of prospective St. Andrews students may be required to submit additional information including but not limited to: an essay, letter(s) of recommendation, resume, sample of scholarly work and an interview. Final decisions are made by a faculty committee.

Students who have received high school equivalency certification based on the General Education Development (GED) test will be considered for admission. These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. SAT or ACT score reports are also required, as well as a teacher or counselor recommendation. All official documents, including the GED certificate, should be mailed directly to the Office of Admission.

Students educated in home school and non-traditional settings will be considered for admission. The admissions office may request submission of completed work, portfolio, test scores, and other information to make a decision on the application in addition to SAT or ACT scores.

An official final high school transcript verifying graduation, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the Office of Admission and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

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Fresh Start

Fresh Start is a two (2) semester program for moderate to high-risk students. A limited number of students are admitted to the Fresh Start Program.

Academic Profile of a Fresh Start Student:

GPA < 2.0 OR

SAT (critical reading and math) < 700

Admissions Process:

- Identify and contact prospective Fresh Start students
- Work with prospective students to schedule a campus visit
- Contact faculty members (2 are preferable) to interview the prospective student and administer the writing sample
- Will provide faculty members with a list of interview questions and the writing prompt
- Will provide faculty members with a rubric for the writing prompt

Faculty members will make a recommendation regarding acceptance of the prospective students to the institution.

The Associate Dean for Academic Affairs or the Director of the Center for Academic Success will make final decision regarding acceptance of the prospective student.

If the student accepts the offer of admission:

- The Director of the Center for Academic Success is the point of contact for Fresh Start students and serves as their advisor
- Students will initially meet with the Associate Dean for Academic Affairs or the Director of the Center for Academic Success to clearly outline the University's expectations of these students as well as the support services available
- The Associate Dean for Academic Affairs or the Director of the Center for Academic Success will meet with the student periodically throughout the semester to monitor the student's progress
- As students are identified with a team or group on campus (athletics, equestrian, pipe band, choir, theater), the Director of the Center for Academic Success will work with the appropriate supervisor/coach to closely monitor participation in these activities

The following academic policies apply:

First Semester

- Enroll in 12-13 hours
- Enroll in SAGE 125* (special section for Fresh Start students)
- Enroll in WRT 100 or basic math course as identified
- Attend all required meetings in the Center for Academic Success
- Attend all required tutorial hours
- Attend all classes

If the Fresh Start student earns a GPA at the end of the first semester of 1.5-2.49, the student will continue in the Fresh Start Program for the second term. All Fresh Start requirements apply. If the Fresh Start student earns a GPA of less than 1.5 at the end of the first semester, the student is subject to dismissal.

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The Fresh Start student is required to earn a 1.85 or greater cumulative GPA for first and second semester. If the Fresh Start student earns a cumulative GPA less than 1.85 for first and second semester, the student is subject to dismissal.

If the Fresh Start student earns a GPA at the end of the first term of 2.5-4.0, the student will be allowed to register for up to 15 hours in the second semester. All other Fresh Start requirements apply.

Second Semester

At the end of the second semester, if the Fresh Start student has earned less than a 1.5 GPA for the second semester courses, the student will be subject to dismissal. If the Fresh Start student has earned less than a 2.0 for 24 hours attempted in the first and second semesters and met all the other requirements for the Fresh Start program, the student may be allowed to continue one more semester in Fresh Start on probation. If the student has earned less than a 1.85 for both semesters, the student is subject to dismissal.

If the Fresh Start student has earned at least a 2.0 in 24 hours, the student has successfully completed the Fresh Start program and is no longer subject to its requirements.

International Student Admission

The United States Citizenship and Immigration Services, USCIS, requires all institutions, including Webber and its branch campuses, to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including: tuition, room and board, insurance, fees, books, and transportation. Therefore, the school requires, as part of the application process, a completed Statement of Financial Responsibility and Affidavit of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official.

Students can expect to receive an I-20 form only after admission, and the payment of an enrollment deposit in U.S dollars of \$1,000. Payment of the first semester's total fees must be made prior to the arrival of the student. The student must present the I-20 form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States. International enrollment deposits are not refundable.

Requirements for International Students

Requirements for admittance of first-year or transfer international students are:

1. Application.
2. Official transcript in its original language and an official English translation from each secondary school, and university attended.
3. Successful completion of an evaluation academic documents by an independent academic credential evaluation provider. All applicants are required to utilize World Education Services (WES) (found at www.wes.org) or International Education Research Foundation, Inc. (IERF) (found at www.ierf.org) for university transcripts. The institution reserves the right to request these services for other academic documents at the secondary level when appropriate. WES and IERF require a fee from the applicant for processing transcript

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evaluations.

4. Official report of TOEFL, IELTS, or SAT scores:

- If English is not your native language, provide evidence of proficiency in the English language by submitting acceptable scores on one of the following:
 - Test of English as a Foreign Language (TOEFL) taken within 18 months of application. TOEFL is administered by the Educational Testing Service; registration and information are available at www.toefl.org.
 - International English Language Testing System (IELTS) taken within 18 months of application. Registration and information are available at www.ielts.org
 - If English is your native language, take the Scholastic Aptitude Test (SAT) through The College Board within 18 months of application. The SAT is administered through The College Board with registration and information available at www.sat.org.
5. Two letters of recommendation, one of which must be from an English instructor, if English is not your native language.
6. Brief essay on why you wish to study in the U.S.
7. Complete the Statement of Financial Responsibility and Affidavit of Financial Support Form (available on-line).

Second Degrees

If a student has a Bachelor's degree from another university, he or she may earn a second Bachelor's degree. Graduates may come back as special non-degree seeking students and take additional courses. A student may earn a second Bachelor's degree if he or she has received a Bachelor's degree from another accredited university within the previous five years by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and a minimum of 30 credits are required.

Transfer Admission

Students may transfer to St. Andrews for the Fall or Spring semester.

Requirements for Transfer Admissions:

Submit an application, official high school transcript verifying graduation, and SAT or ACT scores, official transcripts from all colleges attended, in compliance with federal enrollment guidelines. Transfer students must also submit a Dean's Questionnaire for Transfer Students, completed by the last university he/she attended. This form is available online.

Prospective transfer students who have earned a minimum 2.5 GPA with at least 12 credits are normally accepted. Applicants whose GPA is below 2.5 will be considered on an individual basis. An acceptable SAT or ACT score is required unless students have an Associate's Degree; have more than 24 transferable credits and a GPA of 2.5+ on the transferable credits; or if applicant is older than 23. All transfer applicants must be in good standing at the university or college last attended as evidenced by a completed Dean's Questionnaire for Transfer Applicants.

Military Students

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St. Andrews participates in the Army Recruiting Command's Concurrent Admissions Program. This allows eligible newly-enlisted soldiers to be granted admission or provisional admission and to defer their enrollment until they have completed their initial enlistment. For those in the Army Reserve, enrollment is deferred until completion of their initial active duty.

It is the policy to support its students engaged in active duty, reserve, or National Guard military service.

The institution will:

- provide assistance and guidance through the Associate Dean for Academic Affairs and the Director of the Sandhills Program to assist students receiving orders for military deployment.
- counsel with students to determine whether orders received require adjustment of course schedules, rescheduling of final examinations, requests for grades of Incomplete, or withdrawal from St. Andrews.
- under normal circumstances, readmit students who have withdrawn in good standing for military service who request readmission within two years. Requirements for completion of an Application for Readmission and payment of reapplication fees are waived.
- under normal circumstances, consider for readmission students who have withdrawn in good standing for military service who apply for readmission more than two years after their withdrawal. The Application for Readmission must be completed, but readmission application fees are waived.
- evaluate academic credits earned by the student during her/his absence and will give credit in accordance with current institutional policies.

In accordance with American Council on Education and the joint military services system for the equating of military experience to college credit, equated credit from the Joint Services Transcript for veterans and active servicemen is accepted. Applicable credits toward the degree will be accepted.

Educational Opportunities for Non-Traditional Students

Academic programs are offered to non-traditional and non-residential students through off-site instructional locations and distance learning delivery systems. Coordination of these programs is under the auspices of the Director of The Sandhills Program and the Associate Dean for Academic Affairs. Non-traditional students may enroll in courses on the main campus, The Sandhills Program, and in the Online program for which degrees are offered in the following programs Business, Psychology, Interdisciplinary Studies, and Education. It is institutional policy that courses offered in alternative formats will have academic rigor, faculty engagement, student learning outcomes and expectations, and student engagement comparable to courses offered in a traditional classroom format. St. Andrews retains responsibility and control for all aspects of its programs including course content, delivery and evaluation, faculty qualifications, training, and evaluation, and assessment of student learning outcomes. A range of services are provided to support these programs including, but not limited to, admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students are admitted to non-traditional programs after evaluation of application, transcripts of previous college work, and other required information. Students admitted to online programs must have access to a high-speed internet connection, computer hardware and software as required for the specific course, and basic knowledge of the technology. Students in these programs will have complete access to library resources either online, by phone, or in person.

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A schedule of expenses and fees for non-traditional and non-residential programs is found in the Fees section of this catalog.

Adult/Non-Traditional Undergraduate Programs - Admission Requirements:

The Sandhills Program SAonline

Students interested in attending The Sandhills or SAonline degree programs must submit an Application for Admission. Applications are available at www.sa.edu.

Proof of high school graduation (high school diploma, official high school transcript, or GED) which include the high school seal and a signature of an authorized school official must accompany the Application for Admission. Official transcripts from all Colleges/Universities attended must also be included. Composite transcripts are not accepted.

If the student has an AA degree or two years of college credit, the proof of high school graduation can be waived. A college GPA of 2.0 or better is recommended for admission. Students currently enrolled must submit an official partial transcript to accompany the application and the final transcript upon completion of the term.

The application and transcripts should be sent directly to the Office of Admissions, 1700 Dogwood Mile, Laurinburg, NC 28352.

The Sandhills Program (Educational Opportunities for Non-Traditional Students)

Classes leading to the Bachelor's degree are offered in The Sandhills Program off-site instructional program on the campus of Sandhills Community College in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. The Sandhills Program offers three majors and courses leading to teacher education licensure: a Bachelor of Arts in Education (Elementary, Middle Grades, Special Education), a Bachelor of Arts in Interdisciplinary Studies, and a Bachelor of Arts in Psychology. The Education Program also offers courses leading to licensure to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis.

Prospective students interested in The Sandhills Program may request additional information from St. Andrews, by calling 1-800-763-0198 or visiting www.sa.edu.

Online Degree Program

The Online program offers courses within the specified academic areas in an online format. Online courses are accessible from anywhere and are offered in 8-week class rotations. Online courses are delivered through a user-friendly

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online learning platform. Students and instructors can exchange ideas, experiences and knowledge, while interacting almost as if they are physically present in the same room.

Students access their online classes on a Learning Management System (Moodle) housed on the World-Wide Web. Student access to online courses is controlled by student-specific usernames and passwords provided at the time of enrollment. It is the student's responsibility to protect her/his username and password to assure that no one else has access to the student's course. Student information housed in the Learning Management System is maintained in compliance with the Family Education and Privacy Rights Act (FERPA).

Goal:

Consistent with the educational mission of Webber International University and its St. Andrews branch campus the online program is to provide e-learning programs that include appropriate academic support, information resources and student services, and are taught by academically qualified faculty, to students who are self-motivated and feel comfortable using computer technology for taking online courses with collegiate-level learning outcomes and rigor.

Objectives:

- To provide students will full-service distance learning opportunities, including B.S., B.A., and MBA degree programs, online admissions, registration, orientation, testing, financial aid and learning resources.
- To ensure that all online courses offered have appropriate collegiate-level learning outcomes and rigor.
- To provide academic and other appropriate student support services
- To make available appropriate technical support for students and faculty
- To provide for access to relevant information resources
- To ensure adequate opportunities for synchronous and/or asynchronous instructor/student interaction
- To conduct regular learning outcomes assessment that will ensure adequate levels of student achievement that are comparable to in-seat achievement levels.
- To use the results of assessment for improvement of student learning, and related processes and services

Faculty/Student Interaction

All online classes will incorporate synchronous and/or asynchronous interaction and feedback between the instructor and members of the class. For this purpose, chat room, discussion board, assignment feedback, and email communication are incorporated into the delivery of online courses.

Competencies and Skills

- All written documents must be submitted in Word format.
- All spreadsheet files must be submitted in Excel format.
- All slide presentations must be submitted in PowerPoint format.
- All database projects must be created in Access format.

Some of the online courses may require the use of other specialty programs. The syllabus will state whether specialty software is required for the course and how to obtain it.

Software and Hardware Requirements

Students taking online courses must have a computer system capable of running all required application software (i.e. Microsoft Office Suite) and have high speed Internet access. Moodle is the online classroom management system. Some students choose to remote access into the network system. Various browsers (Internet Explorer, Firefox, Chrome,

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Safari, etc.) interact with Moodle, and remote access into the network, in different ways. It is recommended that you use the most recent version of an internet browser for online courses.

Some of the online courses may require watching online videos or creating a PowerPoint slide presentation with embedded audio. The course syllabus will state whether any specialty hardware is required for the course. Specialty hardware might include (but is not limited to):

- Sound card & speakers
- USB Microphone headset to record your speech and listen to the playback.
- USB Video camera

Some applications may require that the following programs are installed on your computer system: Adobe Flash player, Adobe Reader, Adobe Shockwave player, Java, QuickTime, etc. Programs within Microsoft Office are used in most online courses to complete assignments. If you do not have access to Microsoft Office or the individual programs, you will need to purchase the software.

Online Academic Support Services

Academic support services available to online students include: (a) remote access to library and information resources; (b) academic support via both synchronous and/or asynchronous interaction and feedback between the instructor and members of the class; (c) academic advising; (d) technology support services appropriate to the particular course or program of study; (e) career services; (f) tutoring; and (g) access to discipline-focused clubs, organizations and honor societies (for online students enrolled in degree programs).

Student Access to Day and Evening Classes

Traditional, residential students will normally complete their courses on the main campus. Should the need arise for main campus students to access off-site courses through the Sandhills Program, the student, in consultation with her/his advisor will contact the Associate Dean to investigate alternative course deliveries. Tuition and fees will be consistent with tuition and fees on main campus. Any overload charges generated by these alternative arrangements will be borne by the student. Admitted students (to the Laurinburg campus) must wait at least two semesters after their last main campus enrollment to be considered for admission into the Sandhills Program.

Summer School courses will be available to all students, regardless of campus affiliation. Tuition and fees for summer courses are in accordance with the fee schedule published in the current catalog.

Transcript Evaluation

Transfer Credit Acceptance

The acceptance and evaluation of credit for transfer is based on various factors, including: the level, content, quality, comparability, and degree program relevance of the proposed transfer credits; the institution's accreditation; and assessment of course equivalency through evaluation of the transcript.

Transfer credits toward a bachelor's degree are granted for courses in which a "C" or better was earned.

The University uses the semester credit hour system. Students with quarter hour transfer credit will have the hours converted to semester hours by dividing the earned quarter hour by 1.5. Students are responsible for conferring with their academic advisors to determine the most appropriate means of satisfying major/licensure requirements.

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St. Andrews and the North Carolina Community College System have an articulation agreement (Independent College Articulation Agreement (ICAA)). To be eligible for the transfer of all credits to St. Andrews under the ICAA agreement, the student must graduate from a North Carolina community college with an Associate in Arts (AA) or Associate in Science (AS) degree, have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale, and a grade of "C" or better in all ICAA approved courses.

Non Traditional / Testing Credit

The University will evaluate and consider transfer credits from recognized testing agencies, following the minimum score recommendations of The American Council on Education (ACE), Advanced Placement (AP), College Level Examinations Program (CLEP) and Defense Activity for Non Traditional Education Support (DANTES) in accordance with recommendations from the American Council on Education and the Service Member Opportunity Colleges Program (SOC). The University recognizes and awards advanced credit for courses taken in the International Baccalaureate (IB) program following the minimum standards for college credit in that program.

General Education: Transfer Credit

All normal Institutional policies related to transfer of credit from another institution apply in the case of the transfer of general educational credit. However, in regard to transfer of general education credit, there are additional considerations. It is the policy of the institution that incoming transfer students will fulfill the institutional general education course and subject requirements or reasonable equivalents.

While a course or courses might be accepted for transfer credit, such acceptance for credit does not imply automatic acceptance of a course or courses as fulfilling a part of the institution's general education requirements. All transfer transcripts will be reviewed and a determination made about which courses fulfill part or all of the institutional general education course requirements along with any applicable graduation requirements.

Furthermore, incoming transfer students must fulfill all general education requirements or equivalents.

Advanced Credit for First-Year Students

First-year students who submit official transcripts of university-level credit earned in liberal arts courses in regionally accredited colleges and universities may receive credit for those courses. If a university-level course is being used to satisfy high school graduation requirements, the institution will consider granting credit for these courses on an individual basis.

Appeal Procedure for Transfer Credits Placement

If a student wishes to appeal for adjustment of transfer credit placement after he or she has arrived and enrolled at the St. Andrews Campus, the following policy and procedure will apply:

A student has one academic year to have his or her transfer credit re-evaluated or adjusted. Supporting documentation must be provided as requested by the Registrar. It is the student's responsibility to acquire this documentation and present it within the one year (two regular semesters) time frame. After this time, no adjustment will be considered. Within three weeks of receipt of supporting documentation, the Registrar will meet with the Dean and/or Department Chair regarding the course adjustment in question. The decision of this committee shall be final.

In the case of a transfer student who is a senior, this procedure must take place within the first semester he or she is enrolled and before he or she applies for graduation.

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Evaluation of other credits

Approved by the faculty Jan. 28, 2009

The institution will evaluate credits earned in non-collegiate settings that are recognized and evaluated by the American Council of Education. Work accepted for credit must address learning outcomes parallel to courses offered at St. Andrews, be documented according to guidelines established by the institution, and be applicable to the student's degree program.

Course credits validated by acceptable scores on CLEP (College Level Examination Program)/DANTES (Defense Activity for Non-Traditional Educational Support) Subject Standardized Tests, and formal professional or military training evaluated and recognized by the American Council on Education may be transferred. Credit is awarded only in areas offered within the current curriculum of the institution and must be appropriately related to the student's educational program. A maximum of 30 semester credits earned in these activities may be applied toward the baccalaureate degree.

Experiential Learning Credit

St. Andrews University recognizes that learning takes place in settings other than the traditional classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any credit awarded for experiential learning will apply to general electives, related studies, and by exception with the appropriate Department Chair's written approval may apply to the general education requirements. **Unless specifically approved by the major department, Experiential Learning Credits will not be used in substitution for requirements in the student's major area of study.** In reviewing applications for experiential learning credit, the University will apply standards published by the American Council on Education through its College Credit Recommendation Service.

A student seeking Experiential Learning Credit (ELC) must demonstrate with proper documentation that learning has occurred. Credit is awarded for learning outcomes, not life experiences.

The knowledge gained must be of collegiate quality and must be equivalent to the contents of a similar course included in the current curriculum at St. Andrews University. The quantity and quality of learning the student believes he/she has acquired must be academically measured and compared to the learning outcomes expected from students attending a similar St. Andrews University course. A technical course might be considered *only* if it meets academic standards in content and expected learning outcomes commonly expected in a similar course in the St. Andrews University curriculum. All ELCs awarded must relate to the current St. Andrews University curriculum and to the learning outcomes expected in its courses. Any exceptions to the above will be handled on an individual basis and must be approved by the appropriate Department Chair and the Vice President for Academic Affairs.

Applications for Experiential Learning Credit must be submitted either prior to the student's matriculation as a student at St. Andrews or in the student's first semester of study. The portfolio submitted by the student for Experiential Learning Credit must be completed within the student's first semester of study.

A student desiring to apply for Experiential Learning Credit will contact the Associate Dean for Academic Affairs to discuss the requirements for such credits. The Associate Dean will provide the student with guidelines for preparation of a portfolio documenting the learning outcomes associated with the student's experience or training.

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The portfolio shall include, at a minimum:

- Dates of instruction or experience, location, sponsoring organization, names and contact information of faculty member(s), and to the extent possible, information regarding faculty credentials.
- Bibliographic information for any published books or documents employed in the course.
- A copy of any instructional materials employed (syllabus, hand-outs, training materials, etc.).
- Documentation of stated learning outcomes (may be included in the course syllabus).
- Copies of any assignments submitted in the course of the training.
- A description, in narrative form and in the student's own words, of the educational experience, the skills or knowledge acquired, and applicability to the student's degree program.
- The applicable St. Andrews courses the student is requesting these experiences parallel.

Once the portfolio is completed and submitted to the Associate Dean, it will be the Associate Dean's responsibility to confer with appropriate Department Chairs to ascertain the appropriateness of the documented learning outcomes as related to St. Andrews requirements.

The Associate Dean will notify the student of the acceptance or non-acceptance of the documented learning outcomes as satisfying parallel St. Andrews requirements. In the case of acceptance, the Associate Dean will also notify the Registrar of any credits to be awarded and their distribution.

Credits awarded by Experiential Learning portfolios will be billed at the currently adopted per-credit-hour rate plus an additional fee of \$50 per credit.

If the decision is reached to not allow the granting of requested credits, the student may appeal the Associate Dean's decision to the Dean of the University. The decision of the Dean shall be deemed final.

Credit by Examination

A student who has been accepted into a degree program may provide evidence of official scores obtained through national standardized examinations. Credits are considered using the recommended guidelines from the American Council on Education, with few exceptions. St. Andrews grants college credit for examinations taken under the College Level Examination Program (CLEP), the Advanced Placement program (AP), the International Baccalaureate Program (IB), the DANTES program and the General Certificate of Education (GCE), an international testing program of the United Kingdom. Up to 30 semester hours of college credit may be awarded for any combination of these programs in the General Education area and up to 15 semester hours of college credit for any combination of these programs for a maximum total of 45 credits for application toward a baccalaureate degree. No letter grades or quality points will be assigned.

1. College Level Examination Program (CLEP) exams are acceptable college level subject tests. Credits are awarded as recommended by the American Council on Education. As an exception, CLEP languages are limited to 12 hours credit.
2. Students who have participated in the Advanced Placement (AP) program during high school and received a score of three, four, or five on the national examinations will receive three or six (3 or 6) semester hours college credit in each of the appropriate subject areas. General Certificate of Education; Advanced level-up to 6 hours of credit in each subject with passing grades. General Certificate of Education Advanced Supplementary Level passes may be considered for up to 3 hours of advanced standing credit in each corresponding subject.
3. International Baccalaureate - St. Andrews will award sophomore standing to students who have completed the full IB Diploma and have earned grades of four or better in their three high level examinations. Students without the final IB Diploma, with scores of four or better on the higher

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and subsidiary level examinations, may be eligible to receive partial credit.

Special Admission Non-Degree Seeking Students

Individuals who do not wish to pursue a degree may apply and be accepted as non-degree seeking students. A high school diploma is not required for non-degree status; however, students who have graduated from high school within the last two years generally are not admitted as non-degree students, but instead must meet regular admission standards as outlined above for new students. Students under academic and/or disciplinary suspension or probation from this or any other institution may not be admitted in this category.

Readmission of Former Students

The university is eager to work with former students who wish to return to the Florida or North Carolina campus to complete a degree. Our goal is to make readmission a simple, straightforward process.

Students seeking to return to either campus must apply for readmission. To complete the readmission process, students must be cleared by Academic Affairs, the Business Office, Student Affairs, and the Financial Aid Office.

Criteria for readmission include 1.): a cumulative grade point average of 2.0 or higher at the time of withdrawal from the university, or evidence of improved academic performance at another institution, or verification of the ability to make satisfactory academic progress toward graduation; 2.): payment of any balance due to the Business Office, or an approved payment plan to clear any remaining balance due; and 3): a clear behavioral record in the Student Affairs Office, or evidence of remediation of previous behavioral concerns.

On the Florida campus, the Admissions Office assists students with the readmission process.

On the North Carolina campus, the Associate Dean for Academic Affairs assists students with the readmission process.

Any student readmitted to the university must satisfy the graduation and major requirements as specified in the catalog in effect at the time of readmission. Students readmitted under academic financial aid warning may not be eligible for Title IV funds.

Students who wish to return through a different campus option must reapply for admission to that campus using the application process for that campus.

Visiting Students

A student may be admitted as a visiting student from another accredited college or university. The visiting student is required to present certification from an authorized person of the other institution (i.e.: registrar, director of admission, vice president of enrollment, etc.) stating that the student is in good standing at the other institution. The student is encouraged to obtain prior approval for credit transfer from St. Andrews to the currently attended institution.

Questions concerning the transfer of credits should be directed through the Office of the Registrar, 910- 277-5221.

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Campus Life and Resources

Life beyond the classroom is also a vital part of the liberal arts university experience. There are many opportunities for students to enrich their educational experiences in the living and learning environment through extracurricular and recreational activities, residence hall programs, athletics, equestrian events, intramurals, social events, clubs and organizations, student governance programs, religious and spiritual programs, community service projects and trips, and leadership activities.

In addition to campus-wide activities and events, a broad range of support services is offered to support the total well-being of enrolled students.

Student Responsibilities

As members of the learning community, students have responsibilities that are reflected in the Community Honor Code below and described in detail in *The Saltire*, the student handbook. A copy of *The Saltire* is available online for easy reference.

Students are expected to be familiar with its content and will be held responsible for adhering to the policies within the handbook. Written complaints regarding a student affairs matter may be directed to Dr. Tim Verhey, Dean of Students, Belk Center, who will direct it to the proper channels.

Academic Integrity

St. Andrews University
Academic Integrity Policy

St. Andrews Community Honor Code

St. Andrews University is not only a place of learning; it is also a community of learners. The difference is that in a collegiate community, members are committed to pursuing their individual purposes in accord with those of others and in integrity with the Mission Statement of the University. To realize our community, we must not only trust each other, we must also pledge to be worthy of that trust. For that reason, all of us enter membership in St. Andrews by making this pledge:

Each member of the university community is expected to subscribe to the St. Andrews Community Honor Code: "I promise to be a contributing member of the St. Andrews University community and supportive of its mission:

- To be **responsible** for my choices of behavior,
- To be **honest** in all my academic endeavors,
- To be **respectful** of the property and person of others,
- And to live in **harmony** with the social and natural environments which sustain this community"

To honor these commitments of St. Andrews, the Community Honor Code is subscribed to and honored by the entire University community.

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Academic Integrity

Academic integrity is the foundation on which learning at St. Andrews University is built. Students are expected to perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Institutional expectations and the consequences of failure to meet those expectations are outlined below.

In an academic community, students are encouraged to help one another learn. Because no two students learn in exactly the same way or retain exactly the same things from a lecture, students are encouraged to study together. We are aware, however, that new forms of cheating, plagiarism and other forms of dishonesty may arise and therefore, we expect every student to interpret the requirement of academic honesty and integrity broadly and in good faith. The boundaries on what is or is not acceptable work may not always be clear; thus, if at any point in academic work at St. Andrews, students are uncertain about their responsibility as scholars or about the propriety of a particular action, the instructor should be consulted. The list below is not to be considered complete but rather covers the most common areas of concern. In general, students should be guided by the principles as described here.

Issues of Academic Honesty/Dishonesty

Plagiarism

A major form of academic dishonesty is plagiarism, which the institution defines as the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author.

An "outside source" is any work (published or unpublished) composed, written, or created by any person other than the student who submitted the work.

All work that students submit or present as part of course assignments or requirements must be their own original work unless otherwise expressly permitted by the instructor. This includes any work presented, in written, oral, or electronic form or in any other technical or artistic medium. When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of the department or instructor. It is the instructor's responsibility to make clear to all students in the class the preferred or required citation style for student work. Ignorance on the student's part of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

Students may not present oral or written reports written by others as their own work.

Students may not use writing or research obtained from a term-paper service or purchased from any person or entity, unless they fully disclose such activity to the instructor and are given express permission to use this information. They may not use writings or research obtained from any other student previously or currently enrolled at St. Andrews or elsewhere or from the files of any student organization unless expressly permitted to do so by the instructor.

Students may not submit or present work prepared in whole or in part to fulfill course requirements for more than one course, unless expressly permitted to do so by all instructors involved. This includes work submitted for courses at other institutions as well as in previous semesters at St. Andrews.

Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. For work in electronic form, they may be asked to keep all intermediate drafts and notes electronically or in hard copy until final grades are given. All such materials must be available for inspection by the instructor at any time.

Cheating

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Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others. If the student is employing the services of a tutor, the tutor may not prepare the student's work for class.

Students may not provide or receive unauthorized help in taking examinations, tests, or quizzes, or in preparing any other requirements for a course. Such restrictions are illustrated by but not limited to the following:

- Using unauthorized material in an examination, test, or quiz including but not limited to crib notes or electronic media.
- Using calculators, electronic translators, or any other hand-held electronic devices (e.g. smart phone, etc.) unless authorized by the instructor.
- Possession during an exam of any prohibited or unauthorized information or device, whether or not it is actually used, is an act of academic dishonesty and will be dealt with as such.
- Using e-mail or text-messaging during any exam without the permission of the instructor.
- Stealing, using, or transmitting in writing, electronically, or verbally, actual examinations, tests, quizzes, or portions thereof prior to, during, or following an exam.
- Reading or observing another's exam, quiz, test, etc.
- Working together on a take-home exam unless specifically authorized by the teacher.
- Gaining or providing unauthorized access to examination materials.
- Soliciting or using a proxy test-taker or acting in that capacity.

Helping or Hindering Others

Students may not tamper with, damage, or otherwise hinder the work of others to complete their own assignments.

Students may not collaborate during an in-class examination, test, or quiz, or work with others on out-of-class assignments, exams, or projects unless expressly allowed or directed to do so by the instructor. If students have any reservation about their participation in any out-of-class assignments, they should consult with the instructor.

Falsification

Students may not offer a falsified excuse for an absence from an examination, test, quiz, or other course requirement, directly or through another source.

Students may not falsify laboratory results, research data, or results. They may not invent bibliographical entries for research papers or handouts. They may not falsify information about the date of submission for any coursework.

Other Inappropriate Behaviors

In the preparation of course, program, or degree work, students are directed to comply with the copyright law of the United States. Violations of copyright law and of regulations regarding the use of copyrighted material for educational purposes are violations of this policy.

Damage to or abuse of library, media, computing, or other academic resources is prohibited by the laws of North Carolina.

The Copyright Law of the United States contained in Title 17 of the United States Code governs the making of photocopies or other reproductions of copyrighted material, including "fair use" for educational purposes. Users are liable for any infringement.

Actions related to Information from a Third Party

In the event a faculty member receives information about the violation of the Academic Integrity policy from a third party, the faculty member will make a reasonable effort to make sure that the source remains anonymous and the faculty member will independently verify the correctness of this information before any action is taken.

Application of the Academic Integrity Policy

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It is understood that this policy applies across the curriculum and is not applicable to just one course for one term. Actions on the part of students accumulate across the curriculum and throughout the time the student is enrolled at St. Andrews. An example of this statement is as follows: (A student who commits a violation in course **X** in the fall of the first academic year and then commits a violation in course **Y** during the student's senior year has committed two violations).

Attempted academic dishonesty, even if unsuccessful, will be treated as academic dishonesty.

Reporting Procedures and Limitations

The Associate Dean for Academic Affairs must be notified of a suspected violation

- a. At the time the instructor consults with the Department Chair to confirm a violation has occurred.
- b. If the Department Chair is the instructor, the Chair will consult with a member of the Departmental faculty to confirm the violation.
- c. The instructor and the Department Chair are to keep the Associate Dean up-to-date with any actions to be taken with respect to the review process, conclusions, and penalties to be levied.
- d. The Associate Dean for Academic Affairs must receive the initial notification of the suspected violation by the end of the drop/add period of the subsequent term. No charges may be brought after that date.
- e. The instructor will provide the Associate Dean with a written statement describing the violation.

Any finding of academic impropriety will be disclosed to the student's academic advisor.

Consequences of Violating the Academic Integrity Policy

First Violation

An instructor who suspects a student of violating the policy on academic Integrity with regard to an assignment, requirement, examination, test, or quiz will consult with the department chair (if the Department Chair is the instructor then consult with a member of the Departmental faculty) to verify the violation. If they agree that a violation has taken place the instructor:

- a. Will contact the Associate Dean for Academic Affairs to determine if the student has any Academic Integrity violations on record.
- b. After determining this is the first violation, meet with the student, explain the violation to the student, inform the student of the penalty, and provide the Associate Dean with a written statement detailing the violation and the action taken.
- c. Assign a grade of **0** for the assignment, test, etc.

Second Violation

- a. The instructor will consult with the department chair (if the Department Chair is the instructor then consult with a member of the Departmental faculty) to verify the violation.
- b. If the violation is verified, the faculty member will contact the Associate Dean for Academic Affairs to determine if the student has any Academic Integrity violations on record.
- c. After confirming that this is the second violation, the instructor
 - i. Will explain the violation to the student and inform the student of the violation and penalty.
 - ii. Will assign a grade of **0** for the assignment and/or award the grade of **F** for the course after consulting with the Department Chair and the Associate Dean for Academic Affairs.
 - iii. Provide the Associate Dean with a written statement detailing the violation and the action taken.
- d. Further action:
 - i. The Associate Dean for Academic Affairs will notify the student and the student's parents of this action and

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- ii. Inform the student and parents (or responsible party) that a third violation will result in the student's expulsion from the University

Students who wish to appeal, on the basis of a procedural error, either the charge of dishonesty or the penalty associated with the first or second violation may appeal to the Associate Dean for Academic Affairs or the Vice-President for Academic Affairs if the course in question is taught by the Associate Dean. The appeal must be submitted in **writing** no later than five (5) class days after the instructor has informed the student of the violation and the penalty.

Third Violation

- a. The instructor will consult with the department chair (if the Department Chair is the instructor then consult with another Departmental faculty member) to verify the violation.
- b. If the violation is verified, the faculty member will contact the Associate Dean for Academic Affairs to determine if the student has any Academic Integrity violations on record.
- c. After confirming that this is the third violation, the instructor
 - i. Will explain the violation to the student and inform the student in writing of the violation and penalty
 - ii. Assign a grade of **F** for the course
 - iii. Provide the Associate Dean with a written statement detailing the violation and the action taken.
- d. Further Action:
 - i. The Associate Dean will inform the student and parents (or responsible party) of decision to expel the student from St. Andrews University. The Associate Dean will inform the student of the appeal process.
 - ii. The decision to expel may be appealed on procedural matters only. If it is the intent of the student to appeal, notice of appeal must be submitted to the Academic Dean within five class days.
 - iii. If the student does not appeal, the student will be dismissed from campus immediately for violating the Academic Integrity guidelines

Distribution of Information after a Violation Has Occurred

- a. Once it has been confirmed that a violation of the Academic Honesty Policy has occurred, the instructor will provide the Associate Dean for Academic Affairs a record of all actions taken with respect to the student in question (including the memo sent to the student explaining the violation and penalty). The Associate Dean will maintain a file for each student with
 - a. Any correspondence related to the incident
 - b. Information about the number of violations and penalties levied.
 - c. The Associate Dean will provide information to faculty with respect to the number of violations a specific student has accumulated
- b. Anonymous information will be maintained by the Office of Academic Affairs for statistical purposes only.

Penalty of the Academic Integrity Policy and/or Appeal of a Violation

First and/or Second Violation of the Policy

Students who wish to appeal either the charge of dishonesty or the penalty associated with the first or second violation may appeal to the Associate Dean for Academic Affairs or the Vice-President for Academic Affairs if the

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course in question is taught by the Associate Dean. Appeals must be based on procedural errors. The Associate Dean will review all material related to the incident and make a decision on the Appeal.

If no appeal is filed all proceed with the instructor's recommendation with respect to grade on project, etc.

Third Violation

If it is the intent of the student to appeal, on the basis of a procedural error, notice of appeal must be submitted to the Academic Dean within five class days. Appeals must be based on procedural errors. A Hearing Committee will be appointed to consider this appeal. The hearing committee will be composed of three faculty members: one selected by the student, one selected by the instructor, and the third selected by the other two faculty members. The third faculty member selected will serve as chair of the hearing committee. The Academic Dean will facilitate the organization of this committee. The student will be notified of the actions of the hearing committee within 10 days of the referral to the hearing committee.

If no appeal is filed, action to suspend the student will proceed.

Revised: Jan 31, 2017

Campus Ministries

St. Andrews has a campus chaplain who is available to provide spiritual guidance and support to students and other members of the campus community. Small group Bible study and several worship services occur throughout the semester on campus. Assistance is available to students of all faiths who seek places of worship in the area. Students, faculty and staff may participate in various community service projects at faith-related organizations. For more information about Campus Ministries, contact the Office of Student Affairs at 910-277-5145.

Community Service

St. Andrews emphasizes its role in educating its students to be knowledgeable and imaginative servant-leaders who are prepared to lead and serve in the world. To that end, there are many opportunities available for students who want to participate in service-learning as a part of their courses and as volunteers at local nonprofit organizations. For more information about service opportunities, contact the Office of Student Affairs at 910-277-5271.

Career and Vocational Services

The Office of Career and Vocational Services provides a full range of career-related support and resources to students and alumni. Students are encouraged to begin their career investigations during their first year and continue to take advantage of the services and opportunities available at the institution to help them move successfully toward graduate school or employment after graduation. Career and Vocational Services provides the following: individual career coaching, résumé development, full and part-time employment searches, internship placements, assistance with selecting a major or graduate school program, and preparation for employment and graduate school interviews. In addition, students may find information about on-campus Federal Work-Study positions, off-campus employment and internship opportunities, career fairs, graduate schools, and online resources through the office.

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Student Health and Wellness

Counseling Services

Enrollment in a university is a time of transition and growth. In addition to the opportunities for intellectual development, there are many opportunities for students to learn how to deal effectively with relationships of all kinds, balance work and recreation, manage emotional, physical, and mental stress, improve time management skills, and make positive decisions about how they want to live their lives. All information discussed in counseling is held in confidence to the limits provided by the law. No record of counseling is made on students' academic transcripts. The St. Andrews Campus has teamed with Robeson Health Care Corporation to provide counseling services to students.

The Health and Wellness staff will make an appointment or do a "call ahead" with a counselor located just a few blocks from campus. This service is available Monday – Friday from 8:30 am – 5:00 pm. To make an appointment, please contact Dean Verhey, in the Office of Student Affairs (verheyti@sa.edu, 910-277-5145). All degree seeking students are required to be covered under medical insurance. Medical providers will expect students to present their insurance card and copayment to receive services. For emergencies after hours and on weekends, students should either contact, the RD On-call at 280-1753, the Campus Safety Duty Officer at 280-2895, 9-911, or go to the emergency room at Scotland Memorial Hospital.

Medical Services

The St. Andrews Campus has teamed with Scotland Health Care to provide medical services to students. The Health and Wellness staff will make an appointment or do a "call ahead" with a physician located just a few blocks from campus. This service is available Monday-Friday from 8:30 - 5:00. To make an appointment, please contact Robin Lea in the Center for Academic Success (learr@sa.edu, 910-277-5149). After 11:00 a.m., students may need to wait until the next day for an appointment.

Medical services are available daily from 8:00 a.m. until 6:30 p.m. at Scotland Urgent Care located on the Scotland Memorial Hospital campus. There is no need to make an appointment to be seen at Urgent Care. The phone number is (910)277-8300. Emergency Services are provided by the Scotland Memorial Hospital Emergency Center. In case of an emergency, call 911.

All degree-seeking students are required to be covered under medical insurance. Medical providers will expect students to present their insurance card and copayment to receive services.

Precautionary Health Care Measures for Travel Abroad

Three basic premises shape the policy concerning the taking of precautionary health care measures for students and faculty engaged in international travel: 1) that students and faculty will encounter situations in international travel which will require them to make advance preparations and take precautionary health care measures; 2) that, in order for those who administer programs to be of the most help to students before, during and after their international travel experiences, students traveling abroad under the auspices of the institution's programs must provide information to Institutional officials about their health status; and 3) that those traveling abroad are ultimately responsible for taking their own precautionary health care measures prior to travel and for exercising prudent judgment in reducing risks to personal health and safety while traveling and, as needed, after their return.

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Campus Safety and Security

The Office of Campus Safety and Security, located in Burriss Hall, provides leadership for developing and implementing safety and security measures for the entire St. Andrews Campus community. Activities include, but are not limited to, vehicle registration, guest registration, traffic regulations enforcement, patrol of University property and facilities, first-line response for situations involving students, staff, and faculty safety, fire safety, hazardous weather alerts and implementation of emergency text messaging and voice mail communications, crisis intervention, and prevention programs. The Office also maintains close communication with Laurinburg and Scotland County law enforcement. Working within a framework of federal, state, and local laws, Campus Safety and Security also maintains compliance with the institutional policies and educational philosophy of the institution.

Detailed information about Campus Safety and Security regulations is available in The Saltire student handbook. The on-call duty officer may be reached anytime at 910-280-2895.

Complaints

The institution will not respond to or consider anonymous complaints, complaints containing defamatory statements, complaints submitted on behalf of another individual, or those sent electronically or through facsimile transmission. Written complaints must be signed and dated (a typed “signature” is not acceptable). In addition to the above, a written complaint must include: (a) a statement describing the complaint in the clearest possible terms; (b) a clear and concise written description of the evidence upon which the allegation is based; (c) a description of any attempt that was made to resolve the matter prior to submission of the written complaint; (d) a description of any external channels the complainant is pursuing, including legal action.

A complaint, including any allegation of improper behavior or discrimination, should be filed, in writing and with appropriate detail, with the appropriate senior administrator.

- For a complaint or appeal involving the academic areas of the institution, contact: Dr. Edna Ann Loftus, Interim Vice President for Academic Affairs. The Academic Affairs Office is located in the Morgan Liberal Arts Building. eaol@sa.edu Phone: 910-277- 5240 or 910-277-5256
- For a complaint or appeal involving the student life areas of the St. Andrews Campus, contact: Dr. Timothy Verhey, Dean of Students. The Student Affairs Office is located in the Belk Center. verheyti@sa.edu Phone: 910-277-5145
- For a complaint or appeal involving athletics, contact: Mr. Glenn Batten, Athletic Director. The Athletic Office is located in the Physical Education Building. battengt@sa.edu Phone 910-277-5274
- For a complaint or appeal involving Financial Aid, contact: Ms. Teresa Wilson, Director of Admissions. The Admissions Office is located in the Morgan Liberal Arts Building. wilsontl@sa.edu Phone: 910-277-5555
- For a complaint or appeal involving the Business Office, contact: Ms. LaTanya Malone, Controller. The Business Office is located in the Morgan Liberal Arts Building. maloneln@sa.edu Phone: 910-277-5230
- For a complaint or appeal involving Title IX, contact: Dr. Elizabeth Hernandez, Assistant Dean of Students. The Office of Student Affairs is located in the Belk Center. hernandezse@sa.edu Phone: 910-277-5271

AUTHORIZATION AND COMPLAINT PROCEDURES BY STATE

State Authorization is a legal issue dealing with an institution's adherence to state requirements for colleges to secure authorization to offer instruction in that state.

St. Andrews students who desire to resolve a grievance are encouraged to follow the University's Student Grievances Procedures located in the Student Handbook.

ACCREDITATION AT ST. ANDREWS (A BRANCH OF WEBBER INTERNATIONAL UNIVERSITY)

St. Andrews University (a branch of Webber International University) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (<http://www.sacscoc.org/>) to award associate, baccalaureate, master's, and doctorate degrees.

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Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30330-4097 or call (404) 679-4500 for questions about the accreditation of St Andrews University (a branch of Webber International University).

Individuals may submit complaints to the Southern Association of Colleges and Schools Commission on Colleges, the University's regional accrediting body. In most cases, SACSCOC complaint procedures require that the complainant exhaust all other avenues to address the complaint. Prior to filing a complaint, please carefully review the SACSCOC Complaint Procedures Policy Statement. The links below provide information on the SACSCOC complaint policy and process. Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, Georgia 30033-4097 Phone: (404) 679-4500 <http://www.sacscoc.org> SACSCOC Complaint Procedures SACSCOC Complaint Form

ONLINE STUDENTS LIVING IN NORTH CAROLINA

Additionally, if you are not satisfied with the outcome of the complaint, you may choose to file a complaint by filling out the North Carolina Post-secondary Education Student Complaint document. Please visit the State of North Carolina Post-Secondary Education Complaints page for information about this process. North Carolina Post-Secondary Education Complaints c/o Student Complaints University of North Carolina General Administration 910 Raleigh Road, Chapel Hill, NC 27515-2688 Phone: (919) 962-4550 Email: studentcomplaint@northcarolina.edu Website: www.northcarolina.edu/complaints
To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566- 7226. Outside of North Carolina, please call (919) 716-6000. En Español (919) 716- 0058. If you choose to mail a complaint, please use the following address: Consumer Protection Division Attorney General's Office Mail Service Center 9001 Raleigh, NC 27699-9001

OUT-OF-STATE ONLINE STUDENTS

If you are an out-of-state student taking online courses and you are unable to resolve a complaint with St. Andrews University or feel that not all issues were resolved with the final disposition, you may appeal to the portal agency for SARA in North Carolina (www.saranc.org): North Carolina State Education Assistance Authority (NCSEAA) P.O. Box 14103 Research Triangle Park, N.C. 27709 Phone: (919) 248-4660 Email: terrence@saranc.org To access the complaint process, go to <http://www.saranc.org/Complaint.html>, and to access the complaint form, go to <http://www.saranc.org/docs/SARA-NC-ComplaintForm.pdf>.

To find out whether the state you reside in is a SARA state, please visit the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Most states require that you begin the complaint process at your university before taking further action.

If a student wishes to contact the state portal agency for his or her home state, contact information for the liaison personnel in each SARA state can be found on the NCSARA website. State-by-state contact information for agencies responsible for receiving student consumer complaints is available online.

PROFESSIONAL LICENSURE PROGRAMS

Under NC-SARA guidelines, St Andrews University (a branch of Webber International University) discloses that it does offer a substantially online programs that leads to professional licensure in Teacher Education. St. Andrews provides the process for students to seek licensure through the state of North Carolina and may transfer that licensure through an interstate reciprocity agreement with forty-six states. However, there may be additional course work or evaluations that are required by individual states not required by the North Carolina licensing agency. It is encouraged that persons seek information from the state in which they will choose to work and seek licensure.

For questions, contact the Dean of the College in the Office of Academic Affairs, (910) 277-5240 or the Department of Teacher Education at (910)277-5298

Dining at Knights Dining Hall and Pipers Café

Knights Dining Hall is located in the Belk Center and serves three meals daily (brunch on Saturday and Sunday). In addition to traditional hot meals, Knights Dining Hall offers a multi-item salad bar, soup station, a sandwich bar, a

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grill station, a rotisserie station, pizza, desserts, and a prepared 'before your eyes' daily special. Additionally, Monday through Thursday, a fourth meal, called "Knight Meal," is served from 9:00-10:00 p.m. Pipers Café is located in the James L Morgan Liberal Arts Building (Morgan LA) and offers prepared to-go items for breakfast and lunch. Knights Dining Hall is open throughout the regular academic year except during campus holidays and breaks. Pipers Café is open while classes are in session. Commuter students, staff and faculty may purchase a long-term meal ticket. Even though dining services offers a range of options to meet the nutritional requirements of most students, there may be circumstances in which the selections must be modified to accommodate the unique dietary needs of a student. For more information about meal plan modifications, see the section on Meal Plan Modifications in *The Saltire* student handbook, or contact the Assistant Dean of Students at 910-277-5271. Dining services are provided by Pioneer Dining Services.

Residence Life

The Residence Life program is designed to enhance students' total educational experience by utilizing the residence halls as living/learning environments. Social and educational programming, small group discussions, and personal attention are all common to the education that occurs within the residence halls at the St. Andrews Campus. The institution seeks to challenge individuals to develop autonomy and competence, manage emotions, establish identity, develop positive interpersonal relationships, appreciate and celebrate differences, resolve conflicts effectively, and live with purpose and integrity. The residential community at the St. Andrews campus is designed to provide the structure necessary for academic success as well as to ensure that students can experience the freedom of life at the St. Andrews campus.

At residential liberal arts colleges, the daily living experience is considered to have an important role in student learning and development in conjunction with the academic experience. To support that role, the institution expects all full-time students to live on campus and participate in the institution's meal plan. Exceptions are rarely granted. Students are encouraged to read *The Saltire* student handbook before requesting an exception to the residency requirements. They may also contact the Dean of Students at 910-277-5145 if they have any questions.

Disability-related housing accommodation requests should be submitted to the Office of Disability Services. The Program Coordinator for Disability Services will verify that appropriate disability documentation is on file to support the request and coordinate the request with the Director of Housing Services and the Dean of Students.

There are four multi-story single-gender halls (two are for upper-class students and two are for freshmen). There are four single story co-ed halls. Each hall has four to eight suites consisting of six to eight rooms, a large bath and suite lounge. Halls also have laundry facilities and a larger main lounge with a television. Microwaves are provided in each suite lounge. All halls are smoke-free. Concord, Wilmington, Mecklenburg, Winston-Salem and all suites in Granville are alcohol-free. In Granville Apartments, Albemarle, and Pate students of legal age may elect to use alcohol in their individual rooms. Orange is the only hall where alcohol may be consumed in a public area (i.e. the hallways, suite lounges, main lounge, and courtyard). Alcohol use is not allowed in the public areas of any other hall, unless there is a sanctioned party.

Each room has Wi-Fi and is wired for computer access. Most students use personal cell phones for their primary campus telephone contact numbers. However, any student may request a Cisco VOIP landline phone in his/her residence hall if he/she agrees to set up the voicemail. The telephone jack provides campus and local service.

Residence Hall Staff

A Resident Director (RD) is the professional responsible for supervising personnel and the total educational and developmental program within the residence hall. This includes supervision of the Resident Assistants, program development, policy enforcement and facility management. RDs are part of the Student Affairs staff, are institutional

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officials, and report to the Dean of Students (or designee).

Resident Assistants (RAs) are students selected to serve as peer counselors and peer advisors to their residents. Even though they are students, they also are considered employees of the Residence Life Program and report to the RD for their hall and the Dean of Students (or designee). Each RA is responsible for supporting the policies and pursuing the goals and objectives of the Office of Student Affairs (OSA) and campus policies as outlined in *The Saltire*. The RA assists in the administrative operation of the hall, helps to ensure that the rights of students are protected and not abused by others, provides information about institutional services and resources, and helps to stimulate educational, cultural, social, and recreational programs in the residence hall. RAs are paraprofessional staff at the level between the Resident Director and the individual hall members. If an issue cannot be resolved satisfactorily between members of the residence hall, it should be brought to the attention of the RA. If resolution is still unsuccessful, it is the job of the RA to refer the issue to the Resident Director of the hall or the Dean of Students.

Literary and Theatrical Activities

Fortner Writers' Forum

The Fortner Writers' Forum hosts regular literary readings for students, faculty, staff, and guests. The Writers' Forum has hosted Tom Wolfe, Donald Keene, Fred Chappell, James Dickey, Reynolds Price, James Laughlin, Robert Creeley, Romulus Linney, Carolyn Kizer, Robert James Waller, and novelist and former St. Andrews Campus professor, Clyde Edgerton. Recent guests have included novelists, poets, and filmmakers such as Ron Rash, Ann Deagon, Anthony Abbott, Lois Segal, Dana Gioia, Daphne Athas and Joseph Bathanti.

Often an informal question and answer period with the guest writer is held after the reading. Another valuable component of the Writers' Forum is Open Mic, providing all members of the community an opportunity to share their work.

St. Andrews University Press

Leading writers from across the nation and around the world come to the St. Andrews Campus, attracted by the activities of one of the finest small presses in the nation. St. Andrews University Press has published more than 200 books since its founding in 1969. Internships with the St. Andrews Press allow students to gain practical experience with various aspects of editing and publishing.

Student Literary Endeavors

The institution strongly encourages students to produce original works of creative writing. Juniors and seniors may participate in the Chapbook competition, in which the winning student has his or her work published by the St. Andrews College Press. The institution's literary magazine, Gravity Hill, is published annually, and welcomes submissions from writers on the St. Andrews Campus and around the nation.

The Highland Players

The campus theatrical organization, the Highland Players, offers students performance and production experience in main stage theatrical productions, student studio performances, and dramatic readings. All students are invited to attend and participate in these events.

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Student Activities

Social Events

Many opportunities for involvement in social activities are provided for students. Catering to a diverse student body, the institution offers something for everyone. An array of social events sponsored by residence halls, the Knights Activities Planning Committee, and other clubs and organizations fill the calendar. Movies, parties, dances, athletics events, performing artists, comedians, coffeehouse entertainment, novelty/variety shows, and intramural competitions are all highly anticipated events. ExtravaGANZA is a week-long event held annually each spring with many traditional, fun events scheduled. Student groups may elect to host an event on campus in one of several venues. Students may reserve a specific venue through the Student Activities Director, including Carol Grotnes Belk Main Room, The Knight Life, and Farrago.

Student Government Association

The Student Government Association (SGA) is the official representation of the student body. One of the main purposes of the SGA is to foster communication between the administration and the student body. SGA functions as an administrative body and as a service to all community members. The SGA is able to represent student opinion on Institutional committees, and the president and vice president are able to attend faculty meetings. Students are encouraged to take advantage of what the SGA offers. Students are represented by Senators who are elected to ensure that their constituents' concerns regarding Institutional affairs are dealt with as effectively as possible. In addition, all SGA officers welcome input from students who wish to share their views. SGA is the administration's primary source of student opinion. The administration and faculty value student opinion and involvement, and urge students to take advantage of their power, constructively, by becoming active members of the SGA.

Student Organizations

Clubs and organizations encompass a variety of interests including academic, athletic, religious, political, and social. Membership in most is open to any interested individual; a few require a selection process. If by some chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does. Students wishing to learn more about general student activities as well as clubs and organizations should contact the Student Activities Coordinator in the Office of Student Affairs at 277-3959.

Current Campus Organizations:

- Ethics Club
- Eventing Club
- Events & Productions Society (EPS)
- Fellowship of Christian Athletes (FCA)
- Fortner Writers' Forum
- GANZA Core
- Gay-Straight Alliance (GSA)
- Gender Justice Club
- International Students Union (ISU)
- Knights Activities Planning (KAP)

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- National Society of Leadership and Success (NSLS)
- Pre-Med Club
- Pre-Vet Club
- Psychology Club
- Riding Council
- Science Club
- St. Andrews Press (The CAIRN, Chapbook)
- Student Government Association (SGA)
- Therapeutic Horsemanship Club
- Tri-Beta

Leadership Development and Opportunities

Opportunities to exercise leadership skills and abilities are also available on campus. Many positions exist in the Student Government Association ranging from the SGA to residence hall councils. Also, each club and organization has its own set of officers. One of the officers or members of each club is a part of the Leadership Council, which meets monthly to discuss issues facing student organizations, keep open the lines of communication, plan campus-wide programs, and receive on-going leadership training for themselves and their organizations.

Intramurals

Most students at the institution participate in competition through the NAIA athletics or Equestrian programs. To offer a recreational alternative to their designated sports and as general Stress Buster activities, student clubs and organizations may offer intramural events in a variety of activities, such as Ultimate Frisbee, basketball, flag football, pool tournaments, card games, board games and video game tournaments. Other activities are possible based on individual student suggestions and support. Students interested in creating intramural events should contact the Student Activities Director in the Office of Student Affairs at 277-3959.

Athletics

The intercollegiate athletics experience at the institution is designed to complement participating students' academic challenges. Intercollegiate athletics offer character-building experiences in team building, selflessness, and courage, experiences that will enhance the total educational process and aid in building life-long team skills for future success.

The campus sponsors 19 teams for men and women: baseball, men's basketball, women's basketball, men's cross country, women's cross country, football, men's golf, women's golf, men's lacrosse, women's lacrosse, men's soccer, women's soccer, softball, men's swimming, women's swimming, men's track and field, women's track and field, volleyball and wrestling.

Varsity athletics teams have been successful in all levels of competition. Students are encouraged to contact the head coach of the sport in which they wish to participate. Written complaints regarding an athletic matter may be directed to Mr. Glenn Batten, Athletic Director, Physical Education Building, who will direct it to the proper channels.

Equestrian

The institution is proud to be the home of a national champion equestrian program, open to both men and women for intercollegiate competition in hunter/jumper, dressage and western with the IHSA, ANRC, and IDA. Additionally students compete in USEF rated competitions. Students are encouraged to contact the equestrian staff with any

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questions about the competitive opportunities available.

Facilities

DeTamble Library

DeTamble Library was constructed in 1964 through a legacy to the First Presbyterian Church of Winston-Salem from the estate of Mr. and Mrs. Fred DeTamble and funds from the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation. The 16,384-square foot structure was enlarged in 1987 to 18,168 square feet with a gift from the Pew Foundation. The building also houses the St. Andrews Archives, containing materials pertinent to the history of the institution.

The James L. Morgan Liberal Arts Building

This building is constructed around two lovely courtyards, and houses the office of the president, the office of admissions and financial aid, other administrative and faculty offices, as well as classrooms, art studios, a metal foundry, the Morris Morgan Theatre, the computer center, a computer laboratory, several multi-media computer classrooms, and a snack bar.

Morris Morgan Theatre

The Morris Morgan Theatre was dedicated in 1997 in honor of Marcus Morrison Morgan (1927-1996). Mr. Morgan was a talented musician, successful businessman, patron of the arts and generous benefactor of the institution. Located in the James L. Morgan Liberal Arts Building, the Morris Morgan Theatre serves as a venue for theatrical and musical events, as well as other special occasions in the life of the institution and the local community.

Morgan-Jones Science Center

Morgan-Jones provides facilities for the institution's science programs. The approximately 20,000- square foot open John Blue Laboratory dominates the upper level and houses laboratory areas, the Logistics Center, classrooms, advanced laboratories, woodworking and glassblowing shops, and the Suzanne Trezevant Little Instrument Center. The lower level of Morgan-Jones houses faculty offices, the Anthropology Museum, Psychology Laboratory, a molecular biology laboratory and classrooms. The Nucleus, a student commons area, provides a gathering place for science majors and is also located on the lower level.

The Vardell Building

The Vardell Building is named after Dr. Charles G. Vardell, first president of Flora Macdonald University. Vardell houses the Electronic Fine Arts Center, including a studio with digital mixing equipment as well as computer art and video recording facilities. In addition, Vardell contains faculty offices, classrooms, the Hagan Choral Room, the Lindsay Warren Gallery and music practice rooms.

The Katherine McKay Belk Bell Tower

The campus centerpiece, the Katherine McKay Belk Bell Tower houses a 16-bell carillon and is located on Chapel

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Island. It was given by former Trustee, Thomas M. Belk in honor of his wife, also a former Trustee.

Pate Hall

Center for Academic Success and Student Health & Wellness

The building is named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime benefactors of the institution. One wing of this residence hall houses several services. These include: The duPont Center for Academic Success, funded by a grant from the Jessie Ball duPont Fund and Disability Services.

The William Henry Belk Center

Overlooking the lake on the residential side of campus, the William Henry Belk Center is the hub of campus social life. The Belk Center also houses the Carol Grotnes Belk Main Room, Knight Life (with Wi-Fi), the Chapel, a post office, the Student Bookstore, Knights Dining Hall, and the Office of Student Affairs. The building is named in honor of former trustee William Henry Belk of Charlotte, NC.

Residence Halls

Eight residence halls, single- and multi-story, accommodate 96 to 112 students to a building. The rooms are arranged in suites that house 12 to 16 students each. Suites include bedrooms, a community bathroom, and a lounge. Laundry facilities are located in each residence hall. All residence halls have reception areas and common lounges.

The Physical Education Center

This multi-use building houses Harris Courts, the larger of which is a multipurpose gymnasium that seats 1,400. The indoor O'Herron swimming pool, a gift of the O'Herron family, is available year-round, as are racquetball and handball courts, a game room and the Ullrich Fitness Center. Other facilities include physical education staff offices provided by the McNair family, two classrooms, spacious locker rooms, and accommodations for visiting teams and officials. Outdoor athletics facilities include an all-weather track, Clark baseball field, Knights soccer and lacrosse field, football field, softball field, and a jogging trail. Connected to the Physical Education Center is Burriss Hall, current home for the Campus Safety and Security Offices, Physical Plant Offices, and a student computer lab.

The St. Andrews Knight

The St. Andrews Knight, located in front of the physical education building, was a gift from Mr. Irwin Belk. Mr. Belk was one of St. Andrews' founding trustees, and is a well-known public servant, philanthropist and friend of higher education. The statue, sculpted by Jon D. Hair, was dedicated on April 25, 2002.

The Equestrian Center

The Equestrian Center is located on 300 acres just one mile from campus. This facility includes a 120' x 300' covered

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arena, a 175' x 340' covered arena, four outdoor show and teaching arenas, a 120' x 250' dressage arena, a 100' x 125' indoor arena, a round pen, a hunter trials course, four barns with a total of 120 stalls, offices, classrooms and acres of pasture.

Financial Planning

Fees and Costs

The St. Andrews Campus of Webber International University is a private institution. Support for all programs is derived from tuition and fees, endowment and gifts from alumni, foundations, the Presbyterian Church (U.S.A.), the Synod of the Mid-Atlantic, individual churches, and other friends of St. Andrews. Annual charges for tuition and fees cover only a portion of overall costs, and remain at the lowest possible level consistent with the quality of the educational programs and overall financially responsible management.

Deposits

Students who plan to enroll at the institution are required to make a \$260 admission reservation deposit. This deposit holds the student's place in the entering class. Entering first-year and transfer students should send the deposit as soon as possible after receiving notice of admission in order to guarantee a place in the entering class. A credit of \$260 will be applied to the student's first semester fees.

International students are required to make an admission reservation deposit of \$1000 before their I-20 will be released. This enrollment deposit is not refundable. A credit of \$900 of this deposit will be applied to the student's first semester fees, and the other \$100 will be held as a security deposit. The security deposit covers any final incidental charges, including library late fees, parking fines, etc.

Each residential student must also make a \$100 refundable room deposit when filing a housing contract with the Office of Student Affairs for the following year. This deposit is credited to the room charge for the year. This deposit is non-refundable after May 1.

2018-2019 Basic Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The institution reserves the right to make necessary adjustments at any time.

Regular Year on Laurinburg Campus:

Tuition	\$26,648
Comprehensive fees: (Includes double room standard residence hall, meal plan 19 meals per week, books, technology fees, vehicle registration fees, and other general fees)	\$10,706
Single room upgrade	\$ 2,982
Single room upgrade Pate Hall	\$ 4,318
Pate Hall upgrade (double)	\$ 1,336

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ADL upgrade	\$ 3,216
Meal Plan Exemption for on campus student	<\$ 1,200>
Commuter Adjustment	<\$ 5,000>
2019 Summer Term:	
Fee per credit	\$ 280
Other Fees:	
Audit (regular) per course	\$ 224
Audit (senior citizen) per course	\$ 107
International Deposit (Due before I-20 is issued)	\$ 1,000
Tuition (Continuing Education) per credit	\$ 280
Tuition (Sandhills Program) per credit	\$ 280
Applied Music Fee, per Fall or Spring Semester:	
One hour of lessons per week	\$ 565
One half-hour of lessons per week	\$ 286
Change of Schedule Fee:	
Per course dropped after Drop-Add period	\$ 10
Graduation Fee	\$ 288
Overload/Underload Fee, per credit above 18 attempted credits and below 12 credits	\$ 537
(Please note that students who attempt 19 or more credits are subject to an overload charge.)	
Comprehensive Fee per credit for part-time students	\$ 53
Administrative Fee for Summer International Course	\$ 400
Administrative Fee for Summer Internship	\$ 400
Returned Check Fee	\$ 35
Science Laboratory Fee, per course	\$ 49
Equestrian Facility Fee, per course	\$ 40
Horseback Riding	Varies
Riding lessons (2 per week for a total of 20 per semester)	\$ 720
Boarding a horse (per month)	\$ 650 per month
Student Health Insurance	\$ 2300
Transcript Fee	\$ 10
Overnight mailing fee, additional, for US destinations	\$ 25
Replacement of Student ID	\$ 10

Payment for each term is required in full prior to the first day of classes for that term.

Student accounts are charged for such items as damage to school property, missing school property, traffic fines, and past due library or audio-visual materials if these items are not resolved in a timely manner. All fees and charges are due when they are assessed, and are payable at the Business Office. Nonpayment will result in penalties, including withholding of transcripts, withholding of grades and prevention of registration for classes. All tuition, fees, and fines must be paid in full before students are permitted to graduate and receive their diplomas.

Failure to meet obligations to the institution may result in the delinquent account being placed with a collection firm. Such students may be responsible for 16 percent interest, four percent late charges, attorney's fees and court costs incurred by the institution in collecting their delinquent accounts.

Written Complaints regarding a Business Office matter may be directed to, LaTanya Malone, Controller, Morgan

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Liberal Arts Building, who will direct it to the proper channels.

Insurance

All full-time, degree-seeking students attending the Laurinburg campus are required to be covered under medical insurance and to provide proof of adequate coverage to the University. Degree seeking students enrolled in the satellite or online programs are not required to provide evidence of medical insurance. The institution offers a student health plan. The premiums are billed with first semester fees. Students furnishing proof of comparable or better coverage with another carrier to the University and completing the online waiver form before registration of the first enrolled semester of each academic year may be granted an exemption. All students must file the online waiver or enrollment forms annually. Failure to do so will result in automatic participation in the institution's medical plan. International students are required to carry the international student health plan. Student athletes must carry the athletic insurance policy offered by the institution unless their private insurance covers them while participating in athletic events. The institution provides only a secondary policy for athletic participation that does not begin until primary insurance has paid.

The institution-sponsored student health plans function with a referral by Student Health Services to a provider and require minimal co-pay for physician visits and prescriptions. The medical provider files all insurance claims, thus making this a very user-friendly system for students. Students may elect to use any provider, with a deductible and student responsibility of filing claims. Insurance claim information assistance and forms are available in the Student Health & Wellness Center.

The institution does not assume responsibility for a student's personal belongings located on school property. Students are urged to obtain insurance, if not covered under a parent's policy, to ensure that personal property is covered for damage or theft while on campus.

Expenses for Part-Time, Regular Degree-Seeking Students

Commuter students who enroll in 6 or fewer credits per semester and 12 or fewer credits per academic year may take their first 18 total credits at a discounted rate of \$270 per credit. They are also billed a comprehensive fee at one half the regular rate of \$50 per credit. Students with senior standing are not eligible for this discount. Upon completion of 18 credits, part-time students will be charged the full, non-discounted rate for tuition and comprehensive fees.

Change in Residence Status

If a student is granted permission to live off campus after the beginning of a semester, he or she is charged on a prorated basis for comprehensive fees according to the time spent in residence halls. Many off-campus students may have their scholarships reduced.

Payment Plan

The institution offers an interest-free 10-month payment plan through Tuition Management System (TMS). For more information contact TMS at 1-800-722-48673 or the Business Office at 910-277-5225 or visit the following website:www.sa.afford.com

Financial Assistance

The primary financial responsibility for students' educational costs rests with students and their families. The institution provides financial assistance to students who demonstrate academic and co-curricular merit and financial

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need to assist them and their families in meeting the cost of attendance. Students are encouraged to file the FAFSA and contact the Office of Student Financial Aid early in their Institutional choice process. The office may be reached by calling 910-277-5778 or by email at finaid@sa.edu.

The goal of all institutional financial assistance programs is to help academically qualified students benefit from the educational programs. Most financial assistance is determined by a combination of the student's academic and co-curricular records and financial need. Students who demonstrate exceptional academic or athletic ability may qualify for certain academic or athletic scholarships and grants regardless of demonstrated financial need. Financial assistance is usually a combination of grants and scholarships, work-study, and loans. In addition to the aid listed here visit our web page at www.sa.edu for listings of and links to other sources for funding.

Written complaints regarding a financial aid matter may be directed to Ms Dawn Van Arsdale Young, Director of Financial Aid, Morgan Liberal Arts Building, who will direct it to the proper channels.

Applying for Financial Assistance

School Code for FAFSA is 001540 (Webber International University)

To be considered for financial assistance, students must first be accepted for admission. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for need based financial assistance. The FAFSA is available on the internet at <http://www.fafsa.gov>. Electronic filing is recommended and preferred as it is significantly faster to process. Students should accept their financial aid within two weeks of receiving their award letter.

Types of Financial Assistance

Scholarships and Grants

The institution offers a competitive academic scholarship and grant program for students with strong academic backgrounds. Institutional Scholarships and Grants are awarded based on high school or College/University grade point averages and scores from the Scholastic Aptitude Tests (SAT) or the American College Testing Assessment Program (ACT). Additionally, the institution recognizes outstanding co-curricular and extracurricular involvement with a variety of scholarships and grants. Institutional Scholarships and Grants are renewable for up to 4 years based on the student maintaining the necessary academic performance as required for each program.

Grants

The institution awards other grants based on a combination of financial need and other criteria. These include grants awarded by the institution from its own resources, federal grants such as the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, and state sponsored grants. All recipients of need-based grants must file the FAFSA.

North Carolina residents may be eligible for the North Carolina Need Based Scholarship (NCNBS). Students must file the FAFSA to see if they are eligible for the NCNBS. This scholarship is based on need and a student's state of legal residency.

Work-Study

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The Work-Study program provides part-time employment opportunities for qualified students. This program is managed through the Office of Financial Aid. The average workload is approximately 8 hours per week. Students work in a variety of positions, gaining valuable work experience, and jobs are available in a variety of campus offices and departments. Students are every 2 weeks by check for hours worked. Federal Work Study funding is very limited and is awarded based on need and availability of funding. For more information, contact the Office of Financial Aid at 910-277-5778.

Loans

The institution participates in the Federal Direct Loan Program. This includes Direct Stafford and Direct PLUS (Parent) Loans. The Direct Subsidized Stafford Loan is need-based and is determined after submission of the FAFSA. In addition, students and their parents may be eligible to borrow through the Direct Unsubsidized Federal Stafford or Direct Plus loan programs.

Renewal of Financial Assistance

Students must reapply for financial assistance each academic year by completing and submitting the Renewal FAFSA. The FAFSA is available on line at <http://www.fafsa.gov>.

**Financial Aid Funds Available:
Institutional Funds**

<u>Name</u>	<u>Criteria</u>
Academic Achievement Awards	GPA and SAT/ACT scores
These include Vardell, Alumni, Presidential, Trustee, Knight, Blue/White, Heritage, and Dogwood awards.	
Athletic Scholarships	Athletic Ability
Black Mountain Scholarship	Submit portfolio
Creative Arts Award	Complete Application. Talent in performing or visual arts
Business Administration	Complete application. Talent in business or economics
Pre-Vet Award	Complete Application
Equestrian Scholarship	Complete Application. Equestrian experience and ability
Honors	GPA and SAT/ACT scores and leadership experience
Science/Math Award	Complete Application. Talent in science or math
Scottish Heritage Scholarship	Piper, Drummer, or Highland Dancer Audition
Choir	Choral Audition

State & Federal Funds

Name	Source	Basis	Form
NC Need Based Scholarship	State	Residency/Need	FAFSA
Federal Work-Study	Federal	Need	FAFSA
Federal Supplemental Opportunity Grant	Federal	Federal	Need FAFSA
Pell Grant	Federal	Need	FAFSA
Direct PLUS	Federal	Credit Based	PLUS Loan Application
Federal Direct Student Loan	Federal	Need	FAFSA

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Satisfactory Academic Progress Policy for Receipt of Financial Aid

Federal Regulations require students who receive Federal Financial Aid which includes Federal Pell Grant, Federal SEOG, Federal Direct Student and PLUS Loans and Perkins Loans, to make Satisfactory Academic Progress (SAP) towards the student's degree in their declared program.

The standards are cumulative and have two components, Qualitative and Quantitative. SAU uses grades earned and quality points as the measurable standard for academic work.

Financial Aid Qualitative Standard

St. Andrews uses a graduated standard for undergraduate students to remain in academic good standing.

>=1.59 for students having attempted up to 12 credit hours

>=1.85 for those students having attempted 13-24 credit hours

>=1.93 for those students having attempted 25-36 credit hours

>=1.97 for those students having attempted 37-48 credit hours

>=2.00 for those students having attempted 49-60 credit hours

In the 60th attempted credit hour a student must have a cumulative G.P.A. consistent with the minimum graduation requirement.

Financial Aid Quantitative Standard

Undergrads may receive aid for a maximum of 150% of the 4 year bachelor degree program requirements or 180 attempted hours. The 4 year degree program is 120 credit hours, which is equivalent to $120 \times 150\% = 180$ attempted hours. For a full time student it is equivalent to 6 years of enrollment. It is cumulative and includes periods without Title IV aid assistance. The years of enrollment are adjusted proportionately for periods of attendance at less than full time.

For the MBA program, 150% of the degree program is 54 attempted hours for Title IV eligibility to meet the SAP Policy. A full time MBA student who enrolls consistently in 6 hours for each term, the maximum time frame is equal to 27 months or 9 terms. This policy does not override the Academic Progress Standards required by the SAU Graduate Council.

St. Andrews monitors progress at the end of each undergraduate semester/term or graduate term. At this point, both the cumulative quantitative and qualitative components of SAP will be evaluated. Students must earn at least 67% of all attempted cumulative credit hours. The qualitative cumulative GPA, as stated above, must also be consistent with the academic standards chart. A student is eligible for subsequent disbursements of Federal Financial Aid in the next semester if the student is in SAP compliance.

Winter Intercessions and Summer Sessions are factored into both the qualitative and quantitative SAP.

SAP for Teacher Education Program at the North Carolina Campus

Before fall 2016, students accepted into the Teacher Education Program, with a major in: Elementary Education, PE K-12, Special Education or Middle Grades Education, were required to have and maintain a GPA of at least 2.5 (based on NC Department of Public Instruction standards). If a student falls below this grade point average requirement, that student will be placed on SAP Probation for one semester. The student will be contacted by the Financial Aid Office and the Chair of the Education Department, and will have an opportunity to appeal. If the appeal is granted the student will be placed on an Academic Plan for Improvement with no effect on Financial Aid for one semester. After the probation semester, a student's academic progress will be reviewed; if the student has not achieved the required 2.5

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GPA, the student will be dropped from the Teacher Education program. However, the student could declare a different major at St. Andrews.

From fall 2016 through spring semester 2018, students accepted into the Teacher Education Program, with a major in: Elementary Education, PE K-12, Special Education or Middle Grades Education, were required to have and maintain a GPA of at least 2.75 (based on NC Department of Public Instruction standards). If a student falls below this grade point average requirement, that student will be placed on SAP Probation for one semester. The student will be contacted by the Financial Aid Office and the Chair of the Education Department, and will have an opportunity to appeal. If the appeal is granted the student will be placed on an Academic Plan for Improvement with no effect on Financial Aid for one semester. After the probation semester, a student's academic progress will be reviewed; if the student has not achieved the required 2.75 GPA, the student will be dropped from the Teacher Education program. However, the student could declare a different major at St. Andrews.

Beginning in the fall of 2018, in compliance with NC-SB 599 and NCBOE Policy TCED 009, students accepted into the Teacher Education Program, with a major in: Elementary Education, PE K-12, Special Education or Middle Grades Education, are required to have and maintain a GPA of at least 3.0 (based on NC Department of Public Instruction standards). If a student falls below this grade point average requirement, that student will be placed on SAP Probation for one semester. The student will be contacted by the Financial Aid Office and the Chair of the Education Department, and will have an opportunity to appeal. If the appeal is granted the student will be placed on an Academic Plan for Improvement with no effect on Financial Aid for one semester. After the probation semester, a student's academic progress will be reviewed; if the student has not achieved the required 3.0 GPA, the student will be dropped from the Teacher Education program. However, the student could declare a different major at St. Andrews.

Repeating Courses and Grade Forgiveness (See detailed policy under Academic Policies section of this catalog)

Students may repeat courses in which a grade of D or F was earned for grade average purposes. Only the higher grade is used in the computation of a cumulative Grade Point Average (GPA). However, the original grade and the repeated grade will count towards Satisfactory Academic Progress, unless the student applies for "Forgiveness". According to the Grade Forgiveness Policy, a student may apply for up to three grade forgiveness's within the declared degree. Once the student receives a grade forgiveness, the original grade will not count towards the GPA or SAP standards.

Federal aid allows for one repeat attempt for a previously passed course to be included in enrollment status. A student may repeat a failed course until it is passed for receipt of aid, as long as SAP components are otherwise met.

Transfer Students

No quality points are calculated in transfer hours. The GPA from previous schools is not factored into qualitative progress. The transferred hours however, are used in the quantitative SAP.

Incompletes and Withdrawals

Incompletes and withdrawals are factored into the quantitative progress for SAP.

SAP Warning

Students not making quantitative and/or qualitative progress upon review will be placed on SAP WARNING for ONE semester/term with NO effect on financial aid. A St. Andrews SAP Warning letter will be sent to the student's permanent address as entered in the administrative system and an email will be sent to the students St. Andrews email account.

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If the student fails to progress back to good standing after the SAP WARNING term, the student will be placed on PROBATION and is not eligible for Federal Financial Aid. To be reconsidered for aid, see SAP Probation.

SAP Probation - the consequence for failure to make SAP

A student who fails in meeting SAP standards at the end of a term on “Warning” will be placed on “SAP PROBATION”. The student is at that point in time NO LONGER ELIGIBLE for Federal Financial Aid. The student will receive an email to his/her official St. Andrews email account and a letter will be sent to the student’s permanent address as reflected in the St. Andrews administrative system. The student has the option to request an Academic Plan. If the request is approved, the Academic Success Center will prepare a plan for the student that will be designed for the student’s specific situation and needs for the goal of SAP. The student will sign the Academic Plan acknowledging his/her commitment.

If the Academic plan request is denied, the decision is final, the student enters Probation and is ineligible for Federal Financial Aid.

The student placed on SAP Probation with an Academic plan will have ONE semester/term to improve his/her academic performance in order to progress toward SAP standards. The student must follow the “academic plan” designed to ensure that he/she will be able to meet SAP Policy by the specified date indicated in the Academic Plan. The student may receive TITLE IV Financial Aid for this one term while on probation for financial aid.

If the student meets the stipulations stated in the designed Academic Plan, the student will be eligible for TITLE IV AID in the subsequent term. The student if necessary will remain on the Academic Plan until he/she back in good standing as long as the student is making progress as prescribed in the student’s Academic Plan. The student does not need to appeal each term if he/she continues to make progress towards meeting SAP standards.

Students on SAP PROBATION whose request has been approved will be reevaluated at the end of the term. Students who have met the stipulation in the Academic Plan will be eligible for additional terms of federal aid. If the student has not made progress in accordance with the Academic Plan upon completion of his/her probation term, the student will lose federal financial aid effective immediately.

A student can appeal loss of aid after a failed probation term, but must present an appeal letter with documentable unforeseen circumstances such as a death in the immediate family, or serious family health issue exists. Student appeals must include; why the student failed to make SAP, what has changed that will allow the student to make progress towards SAP at the next evaluation and include any documentation that supports the reason, if applicable.

Unsuccessful Probationary Semester

If a student appeal is unsuccessful, the student will not be eligible for Federal Financial Aid until the student meets quantitative and qualitative SAP standards. The student must then meet with the Director of Financial Aid to determine a plan for getting back into SAP, alternative enrollments, repeat courses, interruption of studies, are alternatives that may be explored for the student’s road to reestablishment of federal aid.

Refunds for Cancellation, Withdrawals, and Leaves of Absence

Students who register for classes either during the advance registration period or during normal registration at the beginning of each semester are considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar’s Office prior to the beginning of classes.

Students who withdraw from the university after the start of classes should follow the withdrawal procedures outlined under “Withdrawal from University” in the Academic Policies section of this catalog, and indicate the date of their withdrawal. Students who do not follow these procedures may not qualify for a refund of fees paid to the institution.

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Students seeking a leave of absence should follow the procedures outlined under “Leaves of Absence” found in the Academic Policies section of this catalog. Refunds for leaves of absence follow the policies for withdrawals detailed below.

If the student is receiving Federal student financial aid and withdraws without following the withdrawal procedures, the institution will then determine his/her withdrawal date based on the student’s last known attendance at the institution and will calculate any required return of federal funds to the United States Department of Education. A student who withdraws may be entitled to a refund of institutional charges paid to the institution for that academic semester, or may owe any unpaid charges at the time of withdrawal. Institutional charges include tuition and comprehensive fees, and any other general or specialized fees that are charged. The amount of any refund will be determined by the date in the semester when the student actually withdraws, the student’s account, and any return of Federal Title IV aid funds. Refunds from the institution will be calculated by following the procedure below.

For the Fall and Spring semesters, the refund policy provides for a full refund of tuition, room and board, less a 5% administrative fee when a student officially withdraws or is granted a leave of absence within the first calendar week (start of classes) of school opening. The following week a withdrawing student or student granted a leave of absence shall receive a 75% refund of tuition, fees, room and board. During the third week of school opening a 50% refund will be calculated. The fourth and final week of the refundable period, a student will receive a 25% refund of tuition, fees, room and board. Should a student withdraw, be granted a leave of absence, or be dismissed beyond this four week period, no refunds will be made. Any refunds due will be made within 30 days of the date the institution becomes aware of the student’s withdrawal or the date on which the leave of absence has been officially granted.

Credit Balance Refund Policy

The amount of any refund will be determined by (a) the date in the semester when the student actually completes the final step in the official withdrawal process, or the date when the institution determines that the student has left campus without completing the withdrawal process; (b) the student’s account status; and (c) any required return of Federal Title IV financial aid funds.

Any refund due from the institution will be calculated according to the following procedure.

Taking into consideration items (a), (b), and (c) above, for the Fall and Spring semesters, the refund policy for in-seat, online or blended courses provides for a full refund of tuition, fees, room and board, less a 5% administrative fee when a student officially withdraws from or leaves within the first calendar week of the semester (calculated from the “classes begin” day in the academic calendar for the semester). A student withdrawing or leaving within the second calendar week shall receive a 75% refund of tuition, fees, room and board. For a withdrawal or departure during the third calendar week of the semester, a 50% refund will apply. The fourth week represents the final week of the refundable period, and a student withdrawing or leaving during the fourth calendar week will receive a 25% refund of tuition, fees, room and board. Should a student withdraw or be dismissed beyond this four (4) week period, no refund will be made.

Return of Federal Title IV Funds Policy

If a student who is receiving federal financial aid funds withdraws during the first 60% of the semester, the federal government is entitled by law to the return of any unearned federal funds awarded to the student for the semester. The return of federal funds will be determined by the percentage of the semester the student completed prior to withdrawal, up to 60%. No return of federal funds is required if the withdrawal is after the 60% point in the semester.

A student who withdraws from may be required to repay a portion of federal financial aid grant or loan funds, or may owe unpaid institutional charges.

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Depending on the circumstances at the time of withdrawal, the institution and/or the student will return unearned Federal Title IV Funds, including PLUS loans, in the following order:

Direct Unsubsidized Federal Stafford Loans
Direct Subsidized Federal Stafford Loans
Direct PLUS Loans
Federal Pell Grants
Federal SEOG
Other Federal Student Financial Aid programs

Students may obtain further information regarding this refund policy and the return of Federal Title IV Funds from the Office of Financial Aid. Examples of certain typical refund calculations are also maintained in that office for review. Additional policies and requirements may apply to these refund policies, as determined by the United States Department of Education, and will be available for review as well.

Veterans Benefits

The institution is approved for study using the US Department of Veterans Affairs benefits. All students receiving these benefits must comply with certain academic standards to receive educational benefits. Eligible veterans can apply to the Department of Veterans Affairs for educational benefits after they have been accepted for admission. Veteran benefit applications are available online at www.gibill.va.gov.

Veterans and others who are eligible may apply for and receive benefits under several programs:

- Chapter 30 –The Montgomery G.I. Bill
- Chapter 31 - Veterans with service-connected illness or injuries
- Chapter 32 - Veterans Educational Assistance Program
- Chapter 33 - The Post-9/11 GI Bill (Yellow Ribbon Program (100% Eligibility))
- Chapter 35 - Dependents and survivors of veterans with 100 percent service-connected disabilities or of service members who lost their life on active duty
- Chapter 1606 – Educational assistance for members of the Selected Reserve (Montgomery G.I. Bill)
- Chapter 1607 - Educational benefits for certain individuals activated after Sept. 11, 2001 (REAP)

If you receive veteran's educational benefits you must notify the VA Certifying Officials in the Registrar's Office prior to registering for classes each semester. All required paperwork must be received before any VA educational benefits can be certified. The officials will certify your enrollment status with the Department of Veterans Affairs after the drop/add period has ended. Veterans benefit recipients must notify the Veterans official of any change in name, address, enrollment status, major declaration, schedule, type of class, eligibility changes, etc. Any change in enrollment status will affect the amount of monthly benefits a student may receive. In addition, a change may cause an overpayment that will have to be repaid to the Department of Veterans Affairs by either the student or the institution.

Attendance for Veterans

In accordance with Department of Veterans Affairs regulations, class attendance is monitored for students receiving veteran's benefits. Each student is responsible for the attendance policy for each course, as listed on the syllabus. If academic progress is unsatisfactory because of excessive absences as determined by the instructor, a veteran may be required to repay some or all of the benefits received.

Academic Progress for Veterans

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Veterans are eligible for payments only for credit hours that are required for their program of study. Federal regulations state that veteran's benefits cannot be paid for a course from which the student withdraws. Students may be required to return money paid for these courses except for the first instance of withdrawal from a course or courses totaling not more than 6 semester hours or in cases of mitigating circumstances (defined as unanticipated and unavoidable events beyond the student's control, such as deployment, illness or accident). Students receiving veteran's benefits are responsible for notifying the veteran's coordinator of any mitigating circumstances so the information can be reported to the Department of Veterans Affairs.

Vocational Rehabilitation

Students with qualifying physical, emotional, or other disability may be eligible for services of their home state Vocational Rehabilitation. Services include vocational counseling and guidance, training (with payment of costs such as books, fees, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Academic Programs

Majors Offered at the St. Andrews Campus

Department of Business & Economics

Business Administration (B.A.)

Business Administration - Specialized Program of Study in Equine Business Management (B.A.)

Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)

Sports Management (B.A.)

Department of Education

Elementary Education with K-6 Licensure (B.A.)

Physical Education with K-12 Licensure (B.A.)

Middle School Grades Education (B.A.)

Special Education (B.A.)

Department of Equine Studies

Therapeutic Horsemanship (B.A.)

Department of Interdisciplinary Studies

Interdisciplinary Studies (B.A.)

Interdisciplinary Studies with a Concentration in Pre-Doctor of Physical Therapy (B.A.)

Department of Liberal & Creative Arts

Communication Studies (B.A.)

English and Creative Writing (B.A., B.F.A.)

History, concentrations in American History, European History, Public History (B.A.)

Philosophy and Religious Studies (B.A.)

Social Science with a concentration in Politics (B.A.) **Major suspended for AY 2018-19**

Visual and Performing Arts (B.A.)

Concentrations in Studio Art and Game Art and Design

Department of Natural & Life Sciences

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Biology (B.A., B.S.)
Biology - Specialized Program of Study in Equine Science (B.A., B.S.)
Biology - Specialization in Biomedical Sciences (B.S.)
Forensic Science (B.A.)
Concentrations in Chemistry and Psychology
Psychology (B.A.)

General Honors Program

Mission

Consistent with and supportive of the mission of the institution, the General Honors Program seeks to offer special challenges and enhanced opportunities to students of proven academic achievement. The mission of the General Honors Program is to further the personal, intellectual, and ethical growth of students who excel academically.

Learning Outcomes

1. Learn the main defining beliefs of Judaism, Christianity, and Islam as found in their sacred literature.
2. Be able to state the main ideas and insights of selected significant thinkers, scientists, and leaders in world civilization and place those ideas and insights into their historical context.
3. Develop an ability to communicate, support, and defend complex ideas effectively in writing.
4. Arrive at their own informed position on selected major ethical issues confronting modern humans.
5. Develop an ability to synthesize learning from multiple disciplines and perspectives into an effective and defensible whole.
6. Increase critical and analytical skills
7. Demonstrate the ability to pursue a significant research project.

Eligibility Requirements

The General Honors Program is open to entering first year students with a SAT score of 1100 or above (or equivalent ACT score) and a high school grade point average (GPA) of 3.40 or above.

In addition, if space permits, other entering students may petition the Director of General Honors for acceptance. At the end of the Fall Semester of their first year, students who have earned a cumulative GPA of 3.00 or better may petition to enter the General Honors Program. Transfer students with a 3.35 GPA or better may also petition for entrance to the General Honors Program.

Curriculum

First Year: Fall

HON 250 Intro to Honors 1.5 credits

First Year: Spring

HON 252 Ethical Issues Seminar 1.5 credits

Sophomore Year

Special Honors sections of SAGE 230 and SAGE 240 6 credits

Junior Year

HON 300: Modern Civilizations 3 credits

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HON 361: Junior Seminar in Honors 3 credits

Senior Year:

HON 400: Senior Honors Thesis 3 credits

Certification

Students who complete all General Honors courses with a grade of B or better, and who maintain a cumulative GPA of 3.2 or better, will be awarded a General Honors Certificate. All honors coursework and successful completion of the General Honors Program will be noted at graduation and on the student's official transcript.

Departmental Honors Program

In addition to the General Honors Program, the Departmental Honors Program offers independent study opportunities for superior students in designated disciplinary majors.

Students must have achieved and maintained a cumulative 3.00 GPA on all coursework attempted, and a 3.30 GPA or better in major courses. Students must also receive recommendation to the Departmental Honors Program from the faculty in which the honors are to be taken. In addition, students must be certified as eligible for Departmental Honors by the Dean of the institution.

Program Requirements

Unless otherwise specified by a particular department, to graduate with the designation "honors in (the major)," in addition to meeting graduation requirements for the B.A., B.F.A., or B.S. degree, students must: successfully complete and earn not fewer than 6 credits and not more than 12 credits of 497 Independent Study covering work in at least two regular semesters with a GPA of 3.30 or better in each independent study; present an honors thesis or honors project acceptable to the academic program faculty that offers the major; complete a comprehensive oral examination on the subject matter of the honors thesis; or, for students with majors in the visual or performing arts, an appropriate critique of the honors project/performance; and, complete any additional requirements specified by the academic program faculty that offers the major. More specific requirements are listed with the major requirements.

An honor's committee, consisting of at least one faculty member in the academic program, one faculty member outside the academic program, and one additional examiner who may be from off campus, will certify the oral examination, exhibit, or performance as worthy of the designation "graduation with honors."

The faculty member supervising the student's independent study will be responsible for reporting grades and certifying successful completion of the Departmental Honors Program.

Students who pass the independent studies but who are not certified for graduation with honors will receive appropriate course credit and grades for independent study, as determined by the supervisor in consultation with the program faculty and examination committee.

Sophomore Honors

Sophomore Honors are conferred each spring. Students with sophomore standing who are enrolled in the Spring

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Semester , who have earned a minimum GPA of 3.25 on all coursework attempted through the end of their sophomore Fall Semester, and who have completed a minimum of 25 credits at St. Andrews qualify for Sophomore Honors. Sophomores are not eligible for Sophomore Honors if they have received a grade of F in any college level course, or if they are on academic or social probation.

Dean's List

The Dean's List recognizes all degree-seeking students who have met all four of the following conditions: have earned a minimum semester GPA of 3.50 at the end of either a Fall or Spring Semester; have completed a minimum of 12 credits for that semester; have earned a grade of C or above in each course; and have not received a grade of I (Incomplete) in any course in the semester. Exchange students are eligible for the Dean's List if they have met all other academic qualifications for inclusion.

Honor Society

Membership in the Honor Society is awarded to students with junior or senior standing who are enrolled during the Spring Semester, or who have completed graduation requirements since the last commencement, and who have earned a minimum cumulative GPA of 3.50 in all coursework attempted, and on a minimum of 49 credits earned at the institution. Eligibility is determined at the end of the Fall Semester for students enrolled at the institution. Students are ineligible if they have received a grade of F in any coursework, or if they are on academic or social probation.

Alpha Chi

Alpha Chi is a national coeducational honor society with the purpose of promoting academic excellence and exemplary character among the universities and their students. Its name derives from the initial letters of the Greek words Aletheia, meaning "truth," and Xarakter, meaning "character." In addition to honoring scholarly achievement, Alpha Chi seeks to find ways to assist its members in cultivating those habits of mind and heart that, according to the Alpha Chi constitution, "make scholarship effective for good." As a general honor society, Alpha Chi admits members from all academic disciplines. Students with junior or senior standing and a minimum of 24 credits at the institution who meet the requirements established at the national level are eligible for induction into Alpha Chi.

Commencement Honors

Special recognition is bestowed upon those students whose academic work has been of superior quality. To be eligible for distinctions, students must have earned a minimum of 55 credits at the institution. Credits earned as pass/fail do not count toward the 55 credits required for commencement honors. Distinctions for graduation honors will be awarded in accord with the cumulative GPA on all courses attempted, as described below:

Summa Cum Laude for students with a cumulative GPA of 3.90 or higher.

Magna Cum Laude for students with a cumulative GPA of 3.75 to 3.89.

Cum Laude for students with a cumulative GPA of 3.50 to 3.74.

Continuing Adult Education

Special Non-Degree Students

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Each semester, a variety of courses is offered which may be taken for credit to serve adults in the Laurinburg and Scotland County communities. For further information, contact the Registrar's Office.

Senior Citizen Audit Program

Citizens from Scotland County and surrounding areas who are 55 years of age or older may enroll in most of the regular course offerings of the institution at a discounted rate per course.

International Programs & Residential Programs Abroad

The institution encourages international experiences for all its students. Opportunities for such educational/cultural experiences abroad are offered in four different categories. Students planning to participate in these study abroad opportunities normally must be rising sophomores, have declared a major, and have earned a minimum GPA of 3.0. The institution assists students in preparing applications and securing passports and visas and often serves as an advocate in securing financial assistance. The policy on uses of institutional Financial Aid Awards for Foreign Study is included under Academic Policies.

Students who have been in residence on the Laurinburg campus as full-time students for at least one year are eligible to have their summer session tuition fees waived for one institutional summer short course of study abroad. To be eligible, a student must be fully paid up on all institutional financial bills at the time of application and be pre-registered for the following Fall Semester. An administrative charge of \$400 is required. See "Summer Study Abroad Programs."

European Languages & Cultures: Brunnenburg Castle, Italy

Coordinator: Dr. Ted Wojtasik

Since 1983 the institution has offered a full fall semester in the Tyrolian Alps of northern Italy. Ten to 14 students are selected to participate in that extraordinary program, offering challenging yet flexible opportunities for students to experience European culture while studying a variety of academic subjects. Courses at the castle are taught by one faculty member from the institution and by two other professors—one a philosopher and the other an anthropologist—who live at the castle. The semester begins in early Sept. and concludes in late Nov. The semester carries 12-18 credits, depending upon the student's schedule. Conversational study of German and Italian is encouraged to allow greater interaction with the local community.

Chinese Language & Culture: Beijing, China

Coordinator: Dr. Larry Schulz

Since Jan. 1988, the institution has offered a Spring Semester in Beijing for selected students. Participants engage in intensive Chinese language study and benefit from a broad and varied cultural engagement with China under the direction of CET, the coordinating agency. Students in the culture studies program are housed at Capital Normal University in the western part of Beijing, while those in the intensive language program are at Beijing Institute of Education located nearby. There are numerous day and weekend excursions throughout the semester. A week-long spring break is provided for additional travel. Teachers for the Chinese language courses are Chinese language scholars. The residency staff is under the direction of CET. Faculty members are China experts. Staff members are Chinese who speak English or Americans who speak Chinese fluently. The semester carries 12-18 credits depending on student interests. Credits are earned in Mandarin Chinese and in selected topics of Chinese culture. Students who have completed at least 30 credits with a GPA of 3.0 will be eligible to apply for admission to the China residential program abroad. Scholarship assistance is available to qualified students.

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Junior Year Abroad Program

The Laurinburg Campus has formal exchange agreements with Kansai Gaidai University in Japan and with Hannam University in Korea. The institution is a member of the Central University consortium. Students may participate in the variety of international study opportunities offered through Central University.

Summer Study Abroad Programs

A student may be exempted from tuition charges for one Summer Study Abroad Course of 1 to 3 credits offered by the institution, if he/she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, and does not have a past-due balance with the Business Office. All students accepted into the courses must pay an administrative charge of \$400, and a fee that will be charged to cover the non-tuition costs of the course, including such costs as agency fees and prorated travel costs of the leader. The institution reserves the right to cancel a Summer Study Abroad Course at any time preceding the actual start of the course. The number of courses and the minimum enrollment for each course will be established by the Dean of the institution, but normally a course must enroll eight or more students, in order to cover expenses, before it will be offered. Past offerings have included study/travel in France, England, Scotland, India, Greece, Vietnam and Australia.

Internships

Director: Corinne Nicholson

Through experiential learning, the institution makes it possible for students to apply classroom education to the demands of a work setting. The academic internship is an exciting and challenging part of education and is recognized by the faculty for its learning value.

The Internship Program operates as an academic program supported by the Office of Career and Vocational Services. Consistent with the mission of the University that emphasizes intellectual excellence, ethical values, and effective and responsible participation in society, the Internship Program provides opportunities for students to:

1. Expand their awareness of the world beyond campus by exposure to a variety of careers, disciplines, lifestyles, and environments.
2. Explore potential careers, clarify their educational and career goals, develop new skills, gain valuable work experience, and develop professional contacts.
3. Gain experience in the disciplined and discriminating use of evidence in making decisions and solving problems in a work setting.
4. Develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming responsible and productive individuals.

Academic internships are available in every program at the institution for any student who meets eligibility requirements. Internships can occur during any semester or summer session, and in almost any geographical location. In the past, students have interned at Adobe, Southern Pines Equine Associates, High Hopes Therapeutic Riding, Wells Fargo, the EPA, NASA, ABC's "Good Morning, America!", hospitals, law offices, social services agencies, churches, equestrian centers, sports arenas, radio and television stations, newspapers, and art museums.

Eligibility for Internship Participation

Students normally must have a cumulative GPA of 2.5 or better, and they must be in good academic standing and have the recommendation of a faculty sponsor. Some departments may have additional requirements. All internships must

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be approved by the worksite supervisor, the faculty sponsor, the Academic Department Chair, and the Internship Director.

Washington Center

Of special interest are the internships available in Washington, DC. Students compete for semester-long positions offered through the Washington Center in agencies such as the U.S. State Department, the Smithsonian Institution, or other agencies with concerns related to most majors at the institution.

Summer Study Internships - Laurinburg Campus

A student may be exempted from tuition charges for one summer internship of 1 to 4 credits offered by the institution, if he or she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, has a class standing of at least a rising junior, meets all eligibility requirements, and does not have a past-due balance with the Business Office. All students enrolling in the course must pay an administrative charge of \$400.

Articulation Agreements

The St. Andrews Campus has articulation agreements with: the N.C. Community College System, Sandhills Community College (Business Administration), Iowa Central Community College (Interdisciplinary Studies and Psychology), Central Carolina Community College, and Montgomery Community College.

Sandhills Program

The University offers evening and weekend classes leading to the Bachelor's degree in the Sandhills Program off-site instructional program on the campus of Sandhills Community University in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion is provided on a semester basis. The Sandhills program offers four majors and one certification program: Bachelor of Arts in Business Administration, Bachelor of Arts in Education (Elementary), Bachelor of Arts in Interdisciplinary Studies and Bachelor of Arts in Psychology. The Education Program also offers courses leading to licensure to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis. Prospective students interested in the Sandhills Program may request additional information at 1-800-763-0198 or at www.sa.edu.

Summer Term

A summer term is offered through the Sandhills Program. In addition, Study Abroad Programs, Guided Independent Study courses, and Internships are offered through the Laurinburg campus. For further information, contact the Registrar's Office.

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Academic Support Services

Academic Advising

The academic advising program is an integral part of the University's educational program. Faculty advisors assist students in the development of educational plans compatible with career and life goals. The University recognizes that the ultimate responsibility for making informed decisions about career and life goals and educational plans rests with the student, and ascribes to the academic advisor the role of helping students to identify and assess alternatives and consequences of decisions. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation. Upon enrollment, each student is assigned an academic advisor. When a student officially declares a major, a faculty member in that major discipline then becomes the student's advisor.

Center for Academic Success

The duPont Center for Academic Success serves as a focal point for student educational support. The Center for Academic Success is a place for quiet study for individuals and small groups, and for assistance in developing effective learning strategies. The goal of the Center, located in Pate Hall, is to support the educational programs of the University by providing opportunities for all students to develop strategies that will help them become effective learners. The Center provides resources, services and programming that assist students in developing their academic potential. Resources include: a computer lab with campus network and internet access. The Center for Academic Success houses study areas, space for individual and group studying and a staff of Academic Specialists who can assist with learning strategies.

The Writing Center, located in DeTamble Library, works closely with the Writing Faculty and has trained tutors able to assist students with specific writing needs including organization, development and editing of written work. The duPont Center for Academic Success also provides accommodated testing for students registered with the Office of Disability Services and for any approved make up testing. In addition, adaptive technology is available for students with disabilities. Assistance is available to provide training on the adaptive technology available. For questions about the duPont Center for Academic Success call 910-277-5040. The Center for Academic Success was funded by a grant from the Jessie Ball duPont Fund.

Disability Services

Disability Services, located in the Center for Academic Success in Pate Hall, provides assistance to students with disabilities. Students with a physical or mental condition that impacts them in academics or campus life may be eligible. The goal is to assist students devise strategies for meeting University demands and to foster independence, responsibility and self-advocacy. Students requesting accommodations must submit adequate, appropriate and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2012. Information on specific documentation requirements is available from Disability Services at 910-277-5667.

Accommodations cannot be provided until completion of registration with the Program Coordinator for Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Accommodations and support are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include: note taking and lab assistance, alternative testing arrangements,

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alternate formatting of documents, adaptive technology, individual counseling for academic concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Program Coordinator for Disability Services.

Reduced Course Load

Students with disabilities are eligible to apply for a reduced course load. If approved, this allows students to take fewer than 12 credits while maintaining full-time status. No student may take fewer than 9 credits and maintain fulltime student status. This status is approved on a per semester basis. All students who wish to apply for this status during the forthcoming semester should submit an application at least two weeks prior to pre-registration. Incoming students may apply for a reduced course load upon acceptance to the University and after eligibility for Disability Services is determined. If reduced course load approval cannot be determined prior to registration, students must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Classes dropped after the add/drop period will reflect on the transcript as a withdrawal. All requests for reduced course load are reviewed on a case-by-case basis. The reduced course load policy and application are available from Disability Services.

CORNERSTONE

Studies show that millions of students entering universities each year need assistance in meeting the academic and personal demands of a post-high school education. Cornerstone identifies and assists those students with courses and experiences that start them on the right path. The goal of Cornerstone is for every student to have a positive and productive university experience.

Students are chosen for participation in Cornerstone based on a combination of factors indicating that additional assistance may be needed. Some, but not all of these factors include:

- High School grade point average of less than 2.0
- SAT or ACT scores at or below the 30th percentile
- Unsuccessful previous university experience
- Other indicators of weakness in academic and/or personal preparation for university

The Associate Dean for Academic Affairs, the Director of Academic Advising, and the Director of the Center for Academic Success work together to evaluate all new students to determine which students would be most assisted by Cornerstone.

DeTamble Library

Mission Statement

The mission of DeTamble Library is to support the educational programs of the institution by providing access to information and training in its use. To accomplish this, the library provides students and faculty access to information through local resources, cooperative programs and agreements with other educational institutions, and service as a Selective Government Depository for government documents distributed by the Government Printing Office. The library further accomplishes this support by individual, class, and group training to prepare students to become self-sufficient lifetime users of library resources. DeTamble Library demonstrates its service to the community by sharing its resources with local patrons, and its service to the institution by maintaining the St. Andrews Archives, a collection of materials and records of permanent and historical value to the institution.

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Services and Resources

DeTamble Library provides a full range of library services and resources that support our students' education. A professional librarian provides students, faculty and staff with reference and information services, including library orientation and assistance in locating, retrieving and evaluating information in various formats. The librarian works closely with faculty to provide library instruction sessions, both in the classroom and in the library, and to identify and purchase materials supporting the curriculum.

DeTamble Library houses over 80,000 printed books, and over 20,000 other resources in various formats including print journals, DVDs, and maps. Online resources include more than 300,000 e-books, 39,000 digital videos, and access to over 90 online databases via NC LIVE and other sources. All of these resources are accessible for remote and campus users through the library's catalog and its website. The library's databases include over 22,000 full text journals, as well as reference, test preparation, and language learning resources. As a selective depository for United States Government Documents, the library provides access to a vital source of government-authored information on a variety of subject areas. Through cooperative agreements and interlibrary loan services, DeTamble Library has access to a wide range of other information resources.

The library's catalog, WorldCat, allows students to search for print, electronic and audio books, streaming videos, reserve items, and journal articles, as well as to check their individual patron records and to renew materials online. The library has fifteen computers for research, two of which are adapted for use by students with disabilities. Chromebooks are available for students to use in the library and Laptops can be checked out for two weeks to use on campus. The library provides wireless internet access on all floors along with three printers and a copier/scanner.

The Library's three-floor building has seating space for 200 students to gather, study and read. The R.J. Reynolds III Reading Room has study tables and comfortable chairs available for small groups, classes or meetings, as well as for reading and study. The student lounge includes drink and snack machines, and a third floor classroom also serves as the Writing Center.

The St. Andrews Archives, a collection of materials pertinent to the history of this institution, is housed on the first floor of the library. Special collections in DeTamble Library include the St. Andrews Collection, The Hal and Delores Sieber Collection of Ezra Pound Materials, and The Amos Abrams Collection.

The library is open 75.5 hours each week during the semester and provides extended hours during exam weeks. General library policies and additional information about the library, staff contacts, hours, and services can be found on the library's web pages, as well as Research Guides that provide pathways to information resources by specific subject or class. The library's website is <https://www.sa.edu/detamble>.

Computer Services

The Computer Center offers accounts (including email accounts) and various computer laboratories for the students. The Computer Network is owned solely by the institution.

Acceptable Use of Information Technology Resources

Technology should not be used in a manner that infringes upon an individual's right to privacy. The following restrictions are to protect your privacy, as well as the privacy of others. Account holders are prohibited from:

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1. Using computer or network services in a way that violates copyrights, patent protections or license agreements;
2. Gaining unauthorized access to information that is private or protected, or attempting to do so;
3. Attempting to identify passwords or codes, interrupting security programs, or attempting to do so;
4. Monitoring or tampering with another person's e-mail;
5. Reading, copying, changing or deleting another person's work;
6. Using another person's user id/password, or allowing others to use yours; and,
7. Attempting to gain system and or network privileges to which you are not entitled.

Respectful Exchange of Ideas and Information

Computer systems and networks allow for a free exchange of ideas and information. This exchange serves to enhance learning, teaching, critical thinking and research. While the constitutional right of free speech applies to communication in all forms, we encourage civil and respectful discourse. Institutional policy and local, state and federal law do prohibit some forms of communication, to include:

1. Obscenity;
2. Defamation;
3. Advocacy directed to incite or produce lawless action;
4. Threats of violence;
5. Disruption of the academic environment;
6. Harassment based on sex, race, disability, or other protected status; and,
7. Anonymous or repeated messages designed to annoy, abuse or torment.

Personal Responsibility

Each individual who obtains a computer/e-mail account, or uses the computers and network resources made available by the institution, must understand that he/she is accountable for the guidelines set forth in this document. In addition, each account holder assumes responsibility for:

1. Protection of his/her password;
2. Reporting any breach of system security;
3. Reporting unauthorized use of his/her account; and,
4. Changing his/her password on a regular basis.

Authority

Computer Services may access users' files for the maintenance of networks, computers and storage systems. In all cases, an individual's expectation of privacy will be respected to the greatest degree possible. Computer Services staff may also routinely monitor and log usage data, such as network connection times, CPU and disk utilization for each user, security audit trails, and network loading. Data collected may be reviewed and further investigated should evidence of violation of policy or law occur.

Academic Policies

Academic Calendar

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The institution follows an early semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in mid-January and ends in early May. A semester consists of approximately fifteen weeks of classes. Credits earned are called semester hours which are synonymous with credit hours. For each credit, a class will usually meet the equivalent of one period of fifty minutes per week. Online courses are offered in 8-week terms. In addition, the St. Andrews Campus offers one Summer Session.

Classification of Students

A student's classification depends upon the amount of university-level credit earned. Credit is recorded in courses satisfactorily completed. Students are classified by level on the basis of semester hours earned toward graduation as follows:

Freshmen:	0 - 24 credits
Sophomore:	25 – 56 credits
Junior:	57 – 85 credits
Senior:	86 credits and above

Students earning course credits not leading to a degree are Special Students (Regularly admitted students may not choose this classification to avoid required courses).

Academic Advising and Registration

Students are responsible for meeting academic requirements as outlined in the catalog. Students must meet with an academic advisor each semester for course selection. Faculty advisors will provide guidance and counseling regarding courses of study, selection of electives, general education course selection, and other pertinent academic matters. Students may meet with the Vice President for Academic Affairs, the Associate Dean for Academic Affairs, and /or the Director of Academic Advising on scholastic matters. Returning students register for their courses for the following semester, in conference with their advisor. New students confer with their advisors during New Student Orientation, and complete their registration during the summer or at the beginning of their first semester. Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

Course Numbering

In general, courses numbered between 100-299 are designed for first-year students and sophomores; between 300-499 for juniors and seniors. A yearlong course is indicated by joining the course numbers for the two semesters with a hyphen, e.g.: 101-102. Courses preceded by an "X"-e.g.: X90, X95, X98, or X99-indicate that the course may be offered at any level. Course numbers preceded by a "0", as in 070, do not count toward meeting graduation requirements.

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Information about the frequency of individual course offerings can be found as part of the course descriptions at the end of this catalog. For additional information about course availability, contact the appropriate Department Chair.

Course Substitution

Course substitutions, or any deviation from the stated requirements of a degree offered, must have written approval from the Office of Academic Affairs.

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Course Cancellation for Insufficient Enrollment

The Institution reserves the right to cancel any course for which an insufficient number of students has enrolled or for other reasons deemed necessary for course cancellation. No charge is made to a student for a registration change necessitated by such course cancellation.

Course Load

For students enrolled at the St. Andrews campus, the following policy applies:

The normal course load for full time students is 12 to 18 credits for the fall and spring semesters. Students may be permitted to register for 19 or more credits with the following overload limitations:*

19 credits — 2.80 GPA during the previous semester**

20 credits — 3.00 GPA during the previous semester**

21 credits — 3.30 GPA during the previous semester**

No student will be given credit for more than 21 semester hours in one semester regardless of the source of those credits. Students may not register for more than 18 credits unless they meet the above criteria. Students enrolled in fewer than 12 credits for a semester are not considered full-time students unless they have received special permission to take a reduced course load. See the Reduced Course Load Policy.

* First-time students enrolled in the Honors Program may register for a maximum of 20 credits during their first semester at the institution.

** Students registering for an overload will be subject to an Overload Charge for credits in excess of 18 credits. For the summer term, the maximum course load is 6 credits.

Independent Study

Independent (directed study) courses are allowed only in special circumstances. In the event a special circumstance arises, a student will be granted an independent study if he or she is a junior or senior and only upon the approval of the Professor, the Department Chair, and the Chief Academic Officer. If approval is granted, the student should understand that Independent Study involves scholastic or research endeavors apart from the regular course offered. Students should pursue the study with direction from their supervising professor in virtually a one-on-one relationship (i.e. frequent conferences regarding the study will be needed in order to complete the course). The time limit for completion of an Independent Study is one (1) semester.

Significant Enrollment in Special Studies, Internships, and GIS

Students who propose to schedule more than 6 credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from the Associate Dean for Academic Affairs.

Class Attendance

Students are expected to be in attendance on the first day of classes to establish intent to study and reserve their seat in the course. Students not in attendance the first day of class risk losing their registration reservation. The institution expects students to attend punctually all classes and laboratory sessions throughout the semester. Students may be absent only for unavoidable reasons. It is the student's responsibility to inform his or her

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instructor of an unavoidable absence. Student absences diminish the quality of learning experiences for all. Such absences are an indication of disengagement from the learning community. Absent students will be sought out and counseled.

Faculty members will keep records of student attendance and will e-mail the Director for the Center for Academic success absence warnings when any pattern of absences such as consecutive unexcused absences appears to be jeopardizing academic success. E-mail notices will then be forwarded to the student, faculty advisors, the Associate Dean for Academic Affairs, the Office of Student Affairs, the Registrar's Office, and coaches when appropriate.

Absences will also be noted on Checkpoint Letters. These notices will be used as a basis for counseling and other interventional measures designed to re-engage absentees. In instances where intervention does not lead to a change in behavior, the faculty member and Registrar may withdraw a student involuntarily from a course. Federal regulations require that veterans must attend classes regularly to remain eligible for V.A. benefits.

Faculty will be informed of class absences as a result of authorized participation in school-sanctioned extracurricular activities, such as intercollegiate athletic contests, and illness that is documented by a physician. Students are responsible for all work missed and should communicate with faculty regarding their absences.

Faculty members may establish such additional attendance requirements as they deem academically sound and which do not conflict with the institution's attendance policy. Any such requirements must be set forth in writing in the course syllabus that is given to the students at the beginning of the term.

Courses normally will have three 50-minute periods or two 75-minute periods available weekly for class meetings, in addition to class meeting time for laboratories, if required.

Cancellation of Classes or Daily Schedule Changes

In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes that cannot wait for the next faculty meeting, the Faculty Executive Committee (FEC), acting for the Faculty, will make the decision. If circumstances do not permit the FEC to make this decision, the President or the Dean of the institution will make the decision.

System of Grading

Each student receives a grade in each course at the close of the semester. The grading system is as follows:

<u>GRADE</u>	<u>EQUIVALENT</u>	<u>RANGE</u>	<u>QUALITY POINTS</u>
A	Excellent	90 – 100	4 Grade Points
B	Good	80 – 89	3 Grade Points
C	Average	70 – 79	2 Grade Points
D	Poor	60 – 69	1 Grade Point
F	Failure	0 – 59	0 Grade Points

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V	A grade of “I” (Incomplete) is requested by the student when he or she is unable to complete a course due to extenuating circumstances, such as completing a paper or taking an exam. The instructor must agree to the Incomplete and complete the Incomplete Form. Unless otherwise noted on the annual calendar, the Incomplete grade must be removed by October 1 for the previous spring or summer semester, or by February 1 for the previous fall semester or the grade will revert to an “F”.
C*	A grade of C was earned in the class, and the class was repeated. The C is part of the grade point average, but the credit hours do not count toward total credit hours earned.
D*	A grade of D was earned in the class, and the class was repeated. The D is part of the grade point average, but the credit hours do not count toward total credit hours earned.
R/RF/RD	An R/RF/RD earns no grade points and is not computed in the grade point average. These R/RF/RD grades indicate that a course has been repeated and a student has invoked the forgiveness policy. None of the R/RF/RD grades count toward credit hours earned.
W	Withdrawal is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed the paperwork, and paid the required fee, or if the students was involuntarily withdrawn. The W grade is not computed in the grade point average.
P	Pass is a grade given for transferred credit, credit-by-examination, or when approved by the Registrar’s Office or the Office of Academic Affairs. No grade points are assigned, but hours toward the degree are earned.
WP/WF	Withdrawal Passing and Withdrawal Failing may be indicated on the final grade sheet if the designated Withdrawal period is over and ONLY at the discretion of the instructor. No more than two (2) Withdrawal Failing grades are allowed during a Bachelors program and no more than one (1) is allowed during an Associates program. A WP/WF grade is not computed in the grade point average.
WM	Withdrawal Medical: When a student must withdraw from the institution after the drop/add deadline, prior to taking the final exam, and the student has documented medical evidence, the instructor will be asked to assign a grade of WM. A WM does not impact the students’ GPA.
NA	Grade not available at the time grades were compiled (assigned by the Registrar).
AU	Audit

Grade Points, Quality Points & the Grade Point Average (GPA)

Grade points are the numerical equivalent of the letter grade. The total number of quality points for a course is obtained by multiplying the numerical equivalent (0.0 to 4.0) by the number of credits assigned to the course. The GPA is compiled by dividing the number of quality points earned by the number of credits attempted. Credits attempted for courses with a grade of F earned before the beginning of the 1991 Fall Term will not be included in the total credits attempted for the purpose of computing grade point averages.

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Report of Grades

Final Grades can be accessed through the student portal following the end of each semester. A student must have fulfilled all financial obligations to access their grades. Students also are informed, in writing, of any disciplinary action. Students are expected to inform their parents in such cases. This is not the responsibility of officials of the institution. However, any student who wishes to allow the institution to share important academic information and other pertinent information with his or her parents may sign a waiver of privacy rights, which will then be kept in the student's file in the Registrar's Office.

Final Examinations

Examination schedules are created and distributed to all students and faculty by the Registrar. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to the examination period. Any exception must be approved by the Dean of the institution upon recommendation from the Associate Dean for Academic Affairs and the Department Chair.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Department Chairs must petition the Associate Dean for Academic Affairs or the Dean of the institution for exceptions to the policy but only in rare cases of genuine emergencies will they be granted.

Pass-Fail Grading Option

Students with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses which fulfill requirements for a student's academic major or any courses in a student's major program/discipline may not be selected for the pass-fail grading option. Students may not select courses with the designation SAGE or WRT and courses in the General Honors Program to be taken pass-fail.

Students who wish to select a course to be graded pass-fail must do so by completing the appropriate form in the Registrar's Office during the time period listed on the academic calendar. The Pass-Fail Grading Option is not available in courses offered through the Center for Adult and Professional Studies.

With the approval of the Curriculum and Assessment Committee (CAC), certain courses may be designated as pass-fail for all students enrolled in the course. SAGE 381 is an example of such a course. Courses that are designated as pass-fail for all students enrolled in the course do not count among the two courses an individual student may choose to take on a pass-fail basis.

Course Audits

Students must have the permission of the Associate Dean for Academic Affairs to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

Course Additions and Withdrawals

To add a new course or to withdraw from a course for which a student has registered, the student must meet with his or her academic advisor and file the appropriate form with the Registrar's Office. A student may add or

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withdraw from a course during the period allotted for course changes. The precise dates for the drop/add period are specified for each semester and demi-semester in the academic calendar. Students have two days at the beginning of each demi-semester to drop or add a demi course. Normally students may not add a semester-long course after the first week of the semester and may not add a demi course after the first two days of the demi-semester. Additional fees and permission are required to add a course after the drop/add period.

Following the drop/add period, students may withdraw from a course with the permission of their faculty advisor and the instructor. There is an additional fee for withdrawal from a course. A grade of "W" is recorded on the student's transcript when a student withdraws from a course. Students are permitted to withdraw from a course with a grade of "W" any time after the last day of course changes and before midterm (see academic calendar). After midterm and up to the last day of classes, a grade of "WP" or "WF" will be given as determined by the instructor based on the student's work to that time. Only 2 "WF" grades are permitted. A \$10.00 fee will be charged for each withdrawal or course addition.

Students must register for a general education course each semester when appropriate for their level. Students are not permitted to drop or withdraw from WRT 100, WRT 110, WRT 120, SAGE 125, SAGE 230, or SAGE 240.

Leaving a course without notifying the instructor and filing the appropriate drop/withdrawal form will result in having a grade of "F" reported for that course.

Incompletes

An incomplete, I, is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the semester following the one in which the incomplete was received. If not, the incomplete becomes a failure, F. A failure, F, cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered.

Course Repeat and Grade Forgiveness

COURSE REPEAT POLICY

A course in which a letter grade of "D" or "F" has been earned may be repeated for grade average purposes. Only the higher grade is used in computation of a cumulative Grade Point Average (GPA) at Webber International University and at St. Andrews University, its branch campus. However, the original grade and the repeated grade will count towards Satisfactory Academic Progress, unless the student applies for "Forgiveness."

If a student chooses to repeat a course, a Request to Repeat a Course Form must be completed during the registration period. The course must be repeated at the student's respective campus in order to receive an adjustment in the GPA. However, a student may petition to repeat the course through the Florida campus (for North Carolina students) or in North Carolina (for Florida students) if there is an equivalent course available. The petition must be submitted to the Academic Planner/Adviser (of the campus where the student intends to repeat the course) a minimum of one month prior to the start date of the course in question. The Registrar (for the Florida campus) or the Campus Academic Dean (and Associate Dean, as applicable, for the North Carolina campus) will review the request, consult with the Department Chair and adviser, determine if an equivalent course exists, and inform the student of the result of the review.

No course may be repeated more than two (2) times. Students who repeat a course for which they have received a letter grade of "D" or "F" must notify the Registrar's Office for recalculation of their cumulative GPA. No courses may be repeated for grade average purposes after graduation. All credits attempted are considered when calculating quantitative Satisfactory Academic Progress status.

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Students pursuing majors in the Education Department (including Elementary Education, Physical Education K-12, Middle Grades Education, and Special Education) are required by the North Carolina Department of Public Instruction to maintain a cumulative grade point average of 3.0 or higher to be admitted to the Education program, to remain in the Education program, and to be permitted to complete the student teaching experience and the major. Therefore, students majoring in any of these majors in the Education Department are permitted to repeat, for grade average purposes, no more than three (3) courses in which a grade of “C” was earned. This exception must be approved by the Chair of the Education Department and the Campus Academic Dean. If the exception is approved, only the higher grade in the repeated course(s) would be used in the computation of the student’s cumulative grade point average. Both the original grade and the repeated grade would remain on the student’s transcript.

NOTE: Veterans’ Administration benefits and some Title IV funds may not cover the cost of repeating courses assigned a “D” grade. Students should speak with the Financial Services Department for further details.

GRADE FORGIVENESS POLICY: UNDERGRADUATE PROGRAMS

Grade forgiveness allows a student to repeat a limited number of courses to improve his or her GPA. This includes courses in which a grade of “C” or higher was earned. Students must submit a completed Grade Forgiveness Request Form to the Academic Planner to the Registrar’s Office (for the Florida campus) or the Registrar’s Office (for the North Carolina campus) prior to repeating the course.

Whenever a student elects to repeat a course for grade forgiveness, the original grade is removed from the transcript, and replaced with “R”; thus, it will not be computed in the final grade point average. Note that once the student receives grade forgiveness, the original grade will not count towards the GPA or SAP standards. Federal aid allows for one repeat attempt for a previously passed course to be included in enrollment status.

Only courses taken at Webber International University and/or at St. Andrews University and repeated at the University are eligible for grade forgiveness. Undergraduate students may use forgiveness up to three (3) times prior to the conferral of the degree. Grades cannot be changed once a degree has been conferred. Grade forgiveness cannot be used by non-matriculating students or for pass/fail courses.

If a course has been taken more than one time prior to the application for forgiveness, this process can be used to establish the highest awarded grade received in the course. The grade forgiveness policy is not retroactive and will not retroactively alter any previous academic action. For example, a probation or disqualification status will not be removed from the records of the semester in which the student originally took the course.

Under unusual circumstances, a different but similar course may be used to replace a forgiven course. In such cases, the Campus Academic Dean must seek prior approval from the Chief Academic Officer for a course substitution to be utilized.

If a student withdraws from a first retake repeated under the grade forgiveness policy, the attempt will not count as an allowable attempt. However, the original grade will not be replaced with the “W” received in the repeat attempt. This stipulation mirrors the financial policy for students withdrawing prior to completing a first-retake course.

Students receiving VA benefits are advised that the forgiveness of any grade other than an unsatisfactory grade must be reported to the VA and may result in the retroactive reduction of benefits for the semester for which the forgiven grade was originally assigned.

Students receiving Title IV financial aid are allowed one retake of a course previously passed (grade of B-D) or failed (grade of F) and still receive financial aid for that second enrollment. If a student withdraws before completing a course that is being retaken, it is not counted as the one-time retaking of the course for financial aid purposes. However, if a student passed the class on the first try but fails the course on the second attempt, that second attempt counts as the second retake and the student will not be paid for taking the course a third time. While

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the institutional policy will permit students to retake a course for a third time, such students will be responsible for paying the tuition costs associated with the third retake. Note that retaken classes may count against satisfactory academic progress. In such cases, students may want to consult their Financial Aid Adviser to clarify their situation.

GRADE FORGIVENESS POLICY: GRADUATE SCHOOL

It is the policy of the Graduate School that any student may retake a maximum of one course with a grade of “C” or “F” in order to establish effective proficiency in that area. After completion, the student may then request grade forgiveness with the Academic Adviser or the Registrar's Office. The previous course listing will remain on the transcript, but the grade will then change to "R"; thus, it will not be computed in the final grade point average. The new grade obtained from repeating the course will be on the transcript and will be used for computing the final GPA if it is higher or the same as the forgiven grade. If the new grade is lower than the first grade, both grades will remain on the transcript and both will be computed into the GPA but only one of the two will be counted toward graduation.

Academic Progress/Good Standing

Students must pass 24 credit hours in two semesters to meet the requirement for full-time student classification. Students in good standing are those who cumulative grade point average is at the required level for the student's class standing.

Academic Warning

Students whose semester grade point average falls below 2.00 will receive an academic warning. Student grade reports and transcripts reflect the warning status. In addition, students receive a letter from the Chief Academic Officer informing them that they have been placed on Academic Warning.

Academic Probation

The student will be placed on academic probation at the end of any semester when the student's cumulative grade point average (on all credits attempted at the university) falls below the following minimum standards:

- 1.59 for those students having attempted up to 12 credit hours
- 1.85 for those students having attempted 13 – 24 credit hours
- 1.93 for those students having attempted 25 – 36 credit hours
- 1.97 for those students having attempted 37 – 48 credit hours
- 2.00 for those students having attempted 49 or more credit hours

Student grade sheets and transcripts state a student is on probation. In addition, students receive a letter from the Chief Academic Officer informing them that they have been placed on Academic Probation and detailing academic restrictions.

Any student earning less than a 1.00 GPA based on hours attempted in any semester is subject to academic suspension.

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Reinstatement

Students academically suspended who can provide evidence of academic rehabilitation may apply for readmission to the institution 6 months after their suspension.

Students who are on academic warning must adhere to the following:

- Enroll in 12 – 16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the Semester.

Students on academic probation must adhere to the following:

- Enroll in 12-16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester;
- Develop a written contract (academic plan) for the semester in consultation with the Associate Dean for Academic Affairs, the Director of the Center for Academic Success, and their advisor. This plan must be filed with the Office of the Vice President for Academic Affairs no later than the tenth day of classes in the semester.
- May not be eligible to participate in any major extracurricular activity, e.g.; intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations; and,
- Attend “How to Get Good Grades” short course

Students who have not regained good academic standing (as defined above) at the end of the semester for which they have been placed on academic probation are subject to suspension. The Faculty Executive Committee (FEC) makes the final determination of the student’s status. In lieu of academic suspension, this committee may, based on a review of the relevant academic records, elect to place certain students on continued academic probation for the next full (Fall or Spring) semester.

Students suspended at the end of the Fall Semester may not attend during the Spring Semester. Students suspended at the end of the Spring Semester may not attend the Fall Semester. Students suspended for a second time are subject to permanent dismissal.

Students who are readmitted after having been placed on academic suspension, but who fail to make acceptable progress towards achieving the minimum G.P.A. needed to regain good academic standing (as defined above), are subject to permanent academic dismissal. Students who fail to make reasonable progress toward the degree are also subject to dismissal. The Faculty Executive Committee makes these decisions. Appeal of the Committee’s decision must be made in writing to the Dean of the institution. Appeals must be received in the Office of Academic Affairs within two weeks of the student’s receipt of formal notification of suspension.

Any student suspended under the academic probation regulations may appeal the action to the Office of Academic Affairs, which considers each request on the basis of merit and probability of likely academic success. Students who have been suspended for any of the above reasons may apply for re-admittance after the period of suspension is over by submitting an application to the Associate Dean for Academic Affairs. The application for readmission may be obtained from the Registrar’s Office. The completed application, which must be accompanied by a \$100 application fee, is returned to the Associate Dean for Academic Affairs. The fee is non-refundable even if the applicant cancels. Students who are readmitted after being formally separated from the institution as the result of being placed on academic suspension must satisfy the graduation and program requirements as specified in the catalog that is in effect at the time of readmission.

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Written complaints regarding an academic matter may be directed to Dr. Edna Ann Loftus, Interim Vice President for Academic Affairs, Morgan Liberal Arts Building, who will direct it to the proper channels.

Academic Standing Policy for the Fresh Start Program

Fresh Start is a two (2) semester program for moderate to high-risk students. A limited number of students are admitted to the Fresh Start Program.

The following academic policies apply:

First Semester:

- Take 12 – 13 hours
- Attend all required sessions with the Director of the Center for Academic Success and the student's faculty advisor
- Attend all required tutorial hours
- Attend all classes
- Enroll in SAGE 125* (special section for Fresh Start students)

If the Fresh Start student earns a GPA at the end of the first semester of 1.5– 2.49, the student may continue in the Fresh Start program for the second term. All Fresh Start requirements apply.

If the Fresh Start student earns a GPA at the end of the first term of 2.5 – 4.0, the student will be allowed to register for up to 15 hours in the second semester. All other Fresh Start requirements apply.

If the Fresh Start student earns less than a GPA of 1.5 at the end of the first semester, the student is subject to dismissal.

Second Semester:

At the end of the second semester, if the Fresh Start student has earned less than a 1.85 cumulative GPA, the student will be subject to dismissal.

If the Fresh Start student has earned less than a 2.0 G.P.A. for 24 hours attempted in the first and second semesters and met all the other requirements for the Fresh Start program, the student may be allowed to continue one more semester in Fresh Start on probation.

If the Fresh Start student has earned at least a 2.0 G.P.A. in 24 hours, the student has successfully completed the Fresh Start program and is no longer subject to its requirements.

Informing Students of Course Requirements

Each faculty member will prepare a written course syllabus for each course that he or she is teaching. The syllabus should demonstrate linkage to the Departmental mission and learning outcomes. The syllabus must be given to students at or near the beginning of the course and must inform the students of the goals and requirements of the course, the nature of the course content, and the method(s) of evaluation to be employed, including information about how the final grade in the course will be computed. All faculty members must deposit electronic copies of all their course syllabi in their respective department offices, the Office of Academic Affairs, and the Office of Institutional Effectiveness. This distribution should take place on or before the first day of class for each academic term in which they are teaching.

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Grade Appeal Procedure

Grade Appeals

A student may request a review of a final grade within 5 days of assignment of grade. Such a request must be submitted in writing to the Vice President for Academic Affairs and shall state the reason(s) for believing the grade to be unjust. If the Vice President for Academic Affairs determines that the student has reasonable grounds for requesting a review, he or she will, within 7 days of receiving the student's request, ask the student meet with the faculty member and/or the Department Chair to discuss a possible resolution. If no resolution is reached, the Vice President for Academic Affairs will appoint a committee of faculty members to conduct a review.

An Academic Review Committee has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point. The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias. An Academic Review Committee shall report its finding of the justness of the disputed grade, in writing, to the Chief Academic Officer within 7 days of being constituted.

The Chief Academic Officer will inform the student of the decision, which can be (1) affirming the grade as awarded; (2) assigning a new grade based on the evidence of the case; or (3) remanding the case to the instructor with instructions, within 7 days of receiving the report from the Academic Review Committee." As stated in the policy titled Procedure for Appeals (Including contact information for designated Student Grievance Officers) which is published on the intranet and in graduate and undergraduate handbooks, this decision is final and cannot be appealed.

Other Complaints

Complaints Involving Discrimination, Harassment, or Title IX: In recognition of its responsibility to provide a safe and wholesome environment in which to study, live, and work, the University has detailed policies, found on the intranet, regarding discrimination, harassment, and Title IX violations. Because these policies provide the student with additional rights, privileges, and protections, students are urged to consult these policies, or the campus designated Title IX officer, regarding complaints of this nature.

Withdrawal from the Institution

Official withdrawal for personal reasons is initiated by the student in the Office of Student Affairs. Applications for official withdrawal are available from the Dean of Students. The date the student notifies either office is the student's withdrawal date, for any appropriate refunds. An interview is conducted and a withdrawal form with instructions for subsequent steps to leave in good academic standing is given. Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades for the semester from which the student has properly withdrawn will be reported as W's on the official transcript. Students who leave the institution without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds (See "Refunds for Cancellations, Withdrawals, and Leaves of Absence" in the Financial Planning section of this catalog).

Leave of Absence

Students may request a leave of absence by writing a letter, or emailing the request, to the Associate Dean for

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Academic Affairs. The request should include the reason for the leave of absence and the date the student intends to return to the institution. A leave of absence may be granted for no more than one year.

Students who leave in good academic standing will be eligible to return by notifying the Associate Dean for Academic Affairs of their intention to return. If the leave was granted for medical reasons, the student must provide verification from a health care professional that the student is healthy enough to return to full time student status prior to returning.

After the first week of classes in any semester, students granted a leave of absence will receive grades of W on their official transcripts.

For the refund policy, see “Refunds for Cancellations, Withdrawals, and Leaves of Absence” in the Financial Planning section of this catalog.

Advanced Credit for First-Year Students

First-year students who submit official transcripts of university-level credit earned in liberal arts courses in regionally accredited colleges and universities may receive credit for those courses. If a university-level course is being used to satisfy high school graduation requirements, the institution will consider granting credit for these courses on an individual basis.

Academic Residence Requirements

Students must complete 30 of their last 33 credits at the St. Andrews campus in order to obtain a degree from the institution.

Transcripts

Transcripts may be requested by visiting the St. Andrews Campus website. Choose “Academics,” and from the drop-down list, choose “Registrar’s Information.” The drop-down list for the Registrar includes a link to the transcript request site. A \$10.00 fee is assessed for each transcript that is requested. The normal turnaround for requests is 2 - 5 days, unless the transcript requires the last semester’s grades. Computer processing of final grades takes approximately seven days after the grades are due in the Registrar’s Office.

If a student has a balance on his/her account, the Business Office has the authority to “block” the transcript by prohibiting the Registrar’s Office from releasing it. Professional and legal standards prevent honoring transcript requests by telephone or e-mail. Similarly, transcripts cannot be faxed.

An official transcript (bearing the institutional seal) must be sent directly to another school, firm or agency. An official transcript cannot be hand delivered or issued to the student. If the student receives the transcript, it will be stamped “Issued to the Student” and may not be considered official by another institution.

Course Work at Other Institutions

Students who desire to receive credits toward their graduation requirements at the St. Andrews Campus for courses taken at another institution must have the approval of their institutional advisor, the Department Chair of the

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discipline in which the course(s) would be taught at the institution, and the Registrar.

The institution at which the work is to take place must be fully accredited. If the student is a junior or senior, work may only be taken at a four-year institution. Credit will be granted only for those courses which are at the university level, and which fulfill graduation requirements at the other institution.

For credit to be given by the institution, students must earn a grade of C or higher in the course. Students are responsible for requesting an official transcript from the other institution to be sent to the St. Andrews Campus when the coursework is completed and the grade recorded.

A maximum of (3) three credits may be taken during a winter term. A maximum of (6) six credits may be taken during a summer term.

Correspondence Study

Students who are attending the institution full time and who desire to enroll in extension courses, correspondence courses, and courses for credit from other fully accredited institutions must have the approval of the Dean of the institution. Credit toward graduation requirements will be granted only if students earn a grade of C or better in the course(s). A maximum of two approved extension and/or correspondence courses may be accepted by the institution as meeting graduation requirements. Additional information about this type of study may be found in the student handbook, *The Saltire*.

Financial Aid Awards for Foreign Study

In accordance with the purpose of the institution, students are encouraged to enrich their undergraduate educational experience by undertaking a period of study abroad prior to graduation. However, financial aid funded by the institution is not necessarily applicable in all cases.

Students who are enrolled and are in good standing academically at the time of their study abroad may use institutionally-funded financial aid to help defray the cost of their participation in the institution's programs with the Brunnenburg Program in Italy, and the University's Beijing CET/ATA Program in China. Students participating in these programs cannot receive Institutional funds totaling more than half of the cost of tuition for that semester.

Students who are participating in all other exchange programs under official agreements between the Campus and the host institution (Kansai Gaidai University and Han Nam University) may use the institutionally-funded financial aid to help defray the cost of their participation, provided that the institution accepts the current student exchange balance with the host institution and gives explicit, written approval. Both conditions must be met in order for institutionally-funded financial aid to be used.

Students may not use institutionally-funded financial aid, or any other institutionally-administered financial aid, to defray the cost of their study abroad at institutions which are not parties to an official exchange agreement with the St. Andrews Campus. This exclusion applies to the Central University Consortium and other entities with which the institution may maintain an informal collaborative or cooperative arrangement. In such instances, students may petition for a leave of absence from the institution while they undertake their studies abroad, and subsequently may petition to have their work accepted for transfer credit.

Undergraduate Degree Requirements

General Requirements

The institution awards three undergraduate degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts. Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted both overall and in the major. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

For all students enrolled in 2018 – 2019, course credits required for graduation include, in addition to the course credits needed for the student’s major, a total of 35 credits in general education distributed as follows: 19 credits in St. Andrews General Education (SAGE) and Writing (WRT) courses, and 16 credits in Breadth requirements.

Beginning with the 1983-1984 academic year, one institutional credit is equivalent to one semester hour. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation.

In order to qualify for graduation, all students must do all of the following:

1. Successfully complete at least 120 semester hours.
2. Complete 30 of their last 33 semester hours at the St. Andrews Campus.
3. For all credits completed, attain a minimum grade point average of 2.00.
4. Successfully complete all requirements for the major and attain a minimum grade point average of 2.00 in the major.
5. Complete Writing Workshops I and/or II (Composition I and/or II) with a C or better.
6. Complete a minimum of 36 credit hours at the 300 level or above.
7. Complete no more than three physical education activity credits as part of the 120 required credits.
8. Successfully complete 35 credits in the St. Andrews General Education (SAGE) program.
9. Complete an application for graduation.
10. Complete a graduation audit by the end of the junior year.

Degrees Offered

Bachelor of Arts

The B.A. is offered in Biology, Business Administration, Elementary Education, Middle Grades Education, Special Education, Communication Studies, English and Creative Writing, Forensic Science, History, Interdisciplinary Studies, Philosophy and Religious Studies, Physical Education, Psychology, Social Science, Sports Management, Therapeutic Horsemanship, and Visual and Performing Arts. A minimum of 30 credits is required for the major.

Bachelor of Fine Arts

The B.F.A. is offered in English and Creative Writing. A minimum of 36 credits is required for the major.

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Bachelor of Science

The B.S. is offered in Biology. A minimum of 48 credits is required for the major.

Master's in Business Administration

The Master's in Business Administration is offered. A minimum of 36 graduate semester credits (12 classes) are required for the MBA, with a minimum of 30 earned at the St. Andrews Campus. The degree must be completed within seven years of the date from which the first MBA class is completed at the institution. Any exceptions of the time limit must be granted by the program's MBA Review committee.

General Information

The St. Andrews Campus offers 16 departmental majors and an interdisciplinary major option on the Laurinburg campus. One major specific to the St. Andrews Campus is offered online:

Major in Psychology (B.A.)

Six majors are also offered through the Sandhills Program on the campus of Sandhills Community College in Pinehurst, N.C.:

Major in Business Administration (B.A.)

Major in Special Education (B.A.)

Major in Elementary Education (B.A.)

Major in Middle Grades Education (B.A.)

Major in Interdisciplinary Studies (B.A.)

Major in Psychology (B.A.)

Students may opt to complete these degrees in completely or partially online. The courses for these degrees are offered in both online and in-seat setting. The Sandhills program utilizes the traditional semester format for courses.

The SAonline Program offers seven contract majors in an online eight-week block format. There are six blocks in an academic year. This program provides an opportunity for students in remote locations access to equivalent degree programs as the traditional semester counterparts in an accelerated manner.

Major in General Business Administration (B.A.)

Major in Business Administration – Equine Management (B.A.)

Major in Special Education (B.A.)

Major in Elementary Education (B.A.)

Major in Middle Grades Education (B.A.)

Major in Interdisciplinary Studies (B.A.)

Major in Psychology (B.A.)

Institutional Learning Outcomes

1. Students will develop effective critical thinking skills

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2. Students will develop proficiency in written and oral communication skills
3. Students will engage in a broad spectrum of ideas and information through the study of multiple disciplines in the liberal arts and sciences
4. Students will develop the ability to develop and pursue their own paths of inquiry

Majors Offered at the St. Andrews Campus

Biology (B.A. and B.S.)

Biology - Specialized Program of Study in Equine Science (B.A., B.S.)

Business Administration (B.A.)

Business Administration - Specialized Program of Study in Equine Business Management (B.A.)

Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)

Communication Studies (B.A.)

Elementary Education with K-6 Licensure (B.A.)

English and Creative Writing (B.A. or B.F.A.)

Forensic Science (B.A.)

Concentrations in: Chemistry and Psychology

History (B.A.) *Concentrations in: American History, European History, and Public History*

Interdisciplinary Studies (B.A.)

Middle School Grades Education (B.A.)

Philosophy and Religious Studies (B.A.)

Physical Education with K-12 Licensure (B.A.)

Psychology (B.A.)

Social Science (B.A.) *Concentration in Politics (Suspended for AY 2018-19)*

Special Education (B.A.)

Sports Management (B.A.)

Therapeutic Horsemanship (B.A.)

Visual and Performing Arts (B.A.) *Concentrations in: Studio Art, Game Art and Design*

Declaration of Major

Students must complete a Declaration of Major Form, available from the Office of the Registrar, to officially declare a major. Majors must be declared before completing registration for the junior year. Transfer students accepted with junior or senior status are expected to declare a major at the beginning of their first semester at the institution.

Contract Majors

In addition to the majors described in this catalog, some academic departments offering majors also offer a contract major, which is a program of study arranged around a theme or outcome. For more information, contact a faculty member in the discipline of your interest.

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Credit Requirements for Majors

An academic major consists of a minimum of 30 credits.

General Education Requirements and Majors

Some courses may count as fulfilling both general education requirements and major requirements. However, students must fulfill the Arts and Aesthetics, the Humanities, and the Social Science breadth requirements with courses outside of their intended and/or declared majors. Information in addition to that specified in the major listings is available from the respective Department Chair.

Additional Requirements for a Second or Third Major or Second or Third Minor

A major, including an interdisciplinary major, must contain a minimum of 30 credits that are not part of any other major. A minor, including an interdisciplinary minor, must contain a minimum of 18 credits that are not part of any other minor or major.

Thus, second or third majors and/or minors within the same academic discipline must be approved by the respective discipline faculty. Any course that is specifically required for two or more majors declared by a student may count toward the minimum of 30 credits in each major. Any course that is specifically required for two or more minors or for two or more majors declared by a student may count toward the minimum of 18 credits for each minor. At their discretion, departments and programs may disallow any overlap for majors or minors.

Multiple majors are not permitted through the Center for Adult and Professional Studies. Students completing the Interdisciplinary Studies major are not permitted to declare a second major or a minor.

Second Degrees

If a student has a Bachelor's degree from another university, he or she may earn a second Bachelor's from the St. Andrews Campus. Institutional graduates may come back as special non-degree seeking students and take additional courses. A student may earn a Bachelor's degree from the institution if he or she has received a Bachelor's degree from another accredited university within the previous five years, by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and a minimum of 30 credits at the institution. If it has been longer than five years since a student received a Bachelor's degree from an accredited university other than St. Andrews, the student may be required to complete additional institutional courses in addition to the requirements listed above.

Minor Requirements

The institution offers optional academic minors in selected disciplines. In addition to regular minors listed, students may complete an interdisciplinary contract minor. The regular academic minor consists of 18-32 credits, of which nine credits must be at the 300- and 400-levels. The minor in Music is an approved exception to this upper level rule. The interdisciplinary contract minor must consist of a minimum of 8 courses (32 credits) from three or more program

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areas.

All minors must be declared before registration for the final semester at the institution.

Application for Graduation

In order to be considered a candidate for a Bachelor's degree, students must complete a "Graduation Application" and a "Graduation Audit," by the end of the junior year. The application for graduation carries a fee (See "Other Fees" in the Financial Planning section of this catalog). Both applications are available from the Registrar's Office.

After a student and advisor have completed the Graduation Audit, the student is responsible for submitting it to the Registrar's Office. The Registrar informs the student by mail of the receipt of the audit and the student's progress and status.

Academic Residence Requirements

Students must complete 30 of their last 33 credits at the institution in order to obtain a degree from the institution.

Commencement and Diplomas

The institution holds one commencement ceremony each year in May for the conferring of degrees for all students who have met the requirements for graduation since the previous commencement. Diplomas are awarded and degrees are conferred in August for those students who finished requirements during the summer and in January for those students who finished requirements in the Fall Semester. All students who finish in the Spring Semester are expected to participate in the May ceremony. A student may participate in commencement only upon completion of all graduation requirements.

Those not attending the graduation ceremony will be mailed their diplomas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded each student. The institution reserves the right to remove any student from the commencement lineup who violates Institutional policies pertaining to commencement decorum. In such instances, the degree will be conferred in absentia. If for some reason a student's graduation diploma becomes lost, destroyed or marred, the student may request a replacement diploma from the Registrar's Office. The charge for a replacement diploma is \$60 and involves a waiting period of up to six months.

Pre-Professional Programs

General Information

The institution offers both professional and pre-professional courses of study which encompass many careers. In most instances these courses have been compiled in conjunction with specific requirements of professional schools. Many professional schools require specific procedures in regard to entrance tests, application deadlines, and interviews. In many professions no specific undergraduate major must be followed, and students may major in any area of interest. Therefore some students may have a pre-professional advisor in addition to their academic advisor.

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Pre-Law Certification Program 18 credits

Advisor: Dr. David Herr

Designed specifically for students interested in a law career, this interdisciplinary program provides courses which improve students' critical thinking and reasoning skills, and which give a general introduction to American politics and government. Students may apply to the program any time after completing 27 credits at the institution. Applications are available from the pre-law advisor, Professor David Herr.

The pre-law certification program consists of 18 credits chosen from the approved list below, in consultation with the student's pre-law advisor. Students must have a cumulative GPA of 3.0 in the 6 courses. No more than 3 of the 6 courses may be taken as both pre-law certificate courses and as major courses.

Pre-Law Courses

3 credits each

ACCT 201 Principles of Accounting
BUS 301 Business Law
CW 221 Introduction to Creative Writing
CW 432 Writing Prose
ECON 201 Microeconomics
ECON 202 Macroeconomics
HIS 201 American Civilization I
HIS 202 American Civilization II
PHI 203 Intro to Logic
POL 201 Introduction to American Government
POL 231 Introduction to Law
POL 362 Constitutional Law

Additional Courses:

X99 Guided Independent Study in an appropriate area
X95 Internship in Law

3-4 credits

3-4 credits

Additionally, students may elect to pursue a major in pre-law in conjunction with a discipline. Contract majors in Pre-Law and Philosophy, History with an emphasis in Pre-Law, Pre-Law and Business, and English with an emphasis in American Literature and Law are just a sample of the options available.

Pre-Veterinarian Medicine

Mission

Veterinary school is a post-baccalaureate program requiring an undergraduate degree for admission. The mission of the St Andrews Pre-Veterinary Medicine program is to prepare students with the knowledge and skills necessary to gain acceptance in a veterinary school of their choice and to later excel in this field as a professional. This begins with a strong foundation in the sciences, which emphasizes the theoretical, conceptual, and experimental basis of these fields. This knowledge is the cornerstone for future success in every veterinary school. In addition St Andrews cultivates the less tangible qualities and characteristics that admission

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officers are seeking because they ensure success in the highly challenging field of veterinary science. Through a distinctive, well-rounded liberal education, and the numerous opportunities beyond the classroom, such as internships and study abroad, St Andrew students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

Program of Study

Pre-Veterinary Medicine is not defined as separate field of study, nor is it restricted to a single, specific major at St Andrews. The majority of students in the pre-vet program usually major in Biology, but the completion of other majors does not exclude a student from successfully applying to a veterinary program.

Throughout their four years at St Andrews, the student will also discuss various opportunities with their advisor, such as internships, and important deadlines for national exams and applications. The following are basic science courses that meet the minimal requirements for most veterinary programs:

BIO 201 and 204 Concepts in Biology 1 & 2
BIO 310 Genetics
CHE 210 & CHE 210L Essential Concepts of Chemistry
CHE 215 & CHE 215L Introduction to Structural Inorganic Chemistry
CHE 220 & CHE 350 Introductory Organic Chemistry
PHY 201 and 202 College Physics, or PHY 211 & 212 General Physics
MAT 225 Introductory Statistics and/or MAT 221 Calculus

Recommended courses (may be required for certain schools):

BIO 221 Anatomy and Physiology
BIO 366 Animal Physiology
BIO 353 Zoology
BIO 365 Microbiology
CHE 365 Biochemistry I: Biomolecules

Pre-Medical Program

Mission

Medical schools, in their many different forms, are post-baccalaureate programs requiring an undergraduate degree for admission. The mission of the Pre-Medical program is to prepare students with the knowledge and skills necessary to gain acceptance in a medical school of their choice and to later excel as a professional. A student may choose any major course of study but should be aware that medical schools are looking for students with a strong foundation in natural sciences (biology, chemistry, mathematics, and physics), highly developed communication skills, and a solid background in the social sciences and humanities. The institution also cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging fields of health care.

Through a distinctive, well-rounded liberal education and the numerous opportunities beyond the classroom, such as internships and study abroad, students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

Program of Study

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Pre-Med is not defined as a separate field of study, nor is it restricted to a single, specific major at the institution. The majority of students in the Pre-Med Program usually major or minor in a natural science, but the completion of other majors does not exclude a student from successfully applying to medical school. Students interested in health related fields should first discuss their career choice with the Pre-Med Advisor. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific medical schools of their choice, in addition to completing their major and general education requirements. Regardless of what major a student interested in health care chooses to study, the first two years of study should concentrate on the traditional basic science disciplines with a special emphasis on laboratory experiences that form an integral part of the science education process. This will allow the students to be properly prepared for taking the Medical University Admission Test (MCAT) at the end of their junior year.

The following are basic science courses that meet the minimal requirements for most medical school programs:

BIO 201 and 204 Concepts in Biology 1 & 2
BIO 310 Genetics
CHE 210 & 210 L Essential Concepts of Chemistry
CHE 215 & 215L Introduction to Structural Inorganic Chemistry
CHE 220 & CHE 350 Introductory Organic Chemistry
PHY 201 & 202 College Physics / PHY 211 & 212 General Physics
MAT 225 Introductory Statistics / MAT 221 Calculus

Recommended courses (May be required for certain schools):

BIO 221 Anatomy and Physiology I
BIO 366 Animal Physiology
BIO 365 Microbiology
CHE 365 Biochemistry I: Biomolecules

St. Andrews General Education (SAGE): Traditional Undergraduate Program

The faculty as a whole designed the St. Andrews General Education (SAGE) program for the student body as a whole. It includes course work that constitutes graduation requirements common to all students – those that carry the SAGE prefix as well as those that satisfy the writing and breadth requirements. Students must complete a total of 35 credits in general education.

Mission

The General Education curriculum shall be characterized by and seek to develop in students: an appreciation for intellectual rigor and honesty; an appreciation of the importance of both broad and deep learning; the inclination to inquire, and a knowledge of various methods of inquiry; the ability to question and assess one's own knowledge and abilities as well as those of others; and the ability to question, assess, and defend one's own core moral values.

The General Education curriculum shall also address: contemporary global issues, the history of ideas in Western Civilization in their global context, the fundamental principles of various great religious traditions, and acquisition of information technology skills. Among areas of particular emphasis shall be written and oral communication,

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interdisciplinary study, critical thinking, synthesis and integration of ideas and information, and the ability to frame, support, and respond to arguments.

Learning Outcomes

1. Students will develop effective critical thinking skills
 - 1.1 Students will demonstrate the ability to frame and defend arguments using appropriate evidence.
2. Students will develop proficiency in written and oral communication skills
 - 2.1 Students will demonstrate effective written communication skills
 - 2.2 Students will demonstrate effective oral communication skills
3. Students will engage in a broad spectrum of ideas and information through the study of multiple disciplines in the liberal arts and sciences
 - 3.1 Students will demonstrate the ability to distinguish distinct modes of inquiry that are characteristic of different academic disciplines
 - 3.2 Students will demonstrate an in-depth knowledge of principles and methods utilized in one or more academic fields of study
 - 3.3 Students will demonstrate a chronological understanding of events that shaped western civilization
4. Students will develop the ability to develop and pursue their own paths of inquiry
 - 4.1 Students will demonstrate the ability to question and assess their own knowledge, abilities, and performances
 - 4.2 Students will develop a plan of action describing their future goals in life as well as areas of interest they would like to pursue

Structure of SAGE

The following curriculum is required of all new students entering the institution. Courses that count toward these requirements will appear in the front section of the course schedule each semester.

Required Common Experience Courses: (19 credits)

SAGE 125 First-Year Experience 3 credits
SAGE 230 Human Thought and Culture I: Ancient to Medieval 3 credits
SAGE 240 Human Thought and Culture II: Renaissance to Modern 3 credits
SAGE 381 Transitions 1 credit
SAGE 450 Global Issues and Ethical Response 3 credits
WRT 110 Composition I: Inquiry through Writing 3 credits
WRT 120 Composition II: Reasoning through Writing 3 credits

Breadth Requirements: (16 credits)

Mathematics: a course in mathematics that develops an understanding of the appropriate use and limitations of quantitative analysis: (3 credits)

Natural Science: one science course designed to enrich a student's understanding of the natural world and the scientific method of inquiry; the course must include a laboratory experience: (4 credits)

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Arts and Aesthetics: a course or courses selected from Art, Creative Writing, Music or Theater requiring either personal engagement in and critical reflection upon the creative process or the development of an appreciation of the aesthetic achievement of one or more disciplines in the fine arts: (3 credits)

Humanities: a course selected from the disciplines of English Literature, Philosophy, or Religious Studies allowing students to explore written expressions of the human spirit in historical and cultural contexts: (3 credits)

Social Science: a course selected from the disciplines of Politics, History, Business/Economics, or Education focused on the study of human society and culture.

Students must fulfill the Arts and Aesthetics, the Humanities, and the Social Sciences breadth requirements with courses outside of their intended or declared majors: (3 credits)

Courses approved to meet specific breadth requirements are listed in the front section of the course schedule for each semester.

Course Descriptions for Common Experience Courses

WRT 110 Composition I: Inquiry through Writing

3 credits

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning, we challenge students to begin to develop habits of intellectual inquiry. Students must earn at least a C in WRT 110 to fulfill the requirement and enroll in WRT 120. Offered in the Fall and Spring semesters

Required of all students; Students are not permitted to withdraw from this course

WRT 120 Composition II: Reasoning through Writing

3 credits

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research. Students must earn at least a C in WRT 120 to fulfill the requirement. Offered in the Fall and Spring semesters

Prerequisite: grade of C or better in WRT 110; Required of all students; Students are not permitted to withdraw from this course

SAGE 125 First-Year Experience

3 credits

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This course emphasizes and supports the transition and transformation that each student will encounter during his or her First-Year Experience. This course is designed to help with practical “how-to” issues, rigorous engagement with college-level critical thinking, creative exploration of various topics, and a unique connection to St. Andrews University—pride of place and pride of self. Each class section is structured around matters essential not only for a student’s transition from high school to college life but also to the transformation of a student’s intellectual, academic, and social skills by the participation in a learning community of like-minded individuals that is known as the St. Andrews experience.

Required of all students; Students are not permitted to withdraw from this course

SAGE 230 Human Thought and Culture I: Ancient to Medieval 3 credits

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis. Offered annually in the Fall semester

Prerequisite: Sophomore standing; Required of all students; Students are not permitted to withdraw from this course

SAGE 240 Human Thought and Culture II: Renaissance to Modern 3 credits

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses. Offered annually in the Spring semester

Prerequisite: Sophomore standing; Required of all students; Students are not permitted to withdraw from this course

SAGE 381 Transitions 1 credit

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved to fulfill the requirement. Junior status required. Offered each semester

SAGE 450 Global Issues and Ethical Response 3 credits

This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics of global concern will vary from year to year. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students’ disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience. Offered in the Fall and Spring semesters

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Prerequisite: Senior standing; Required of all students

St. Andrews General Education (SAGE) for SAonline and Sandhills, Undergraduate Programs

Structure of SAGE:

The following general education curriculum requirements must be met by all undergraduate SAonline and Sandhills students. Courses that count toward these requirements will appear in the course schedule for each term.

Required Common Experience Courses:

- | | | |
|------------|---|-----------|
| • SAGE 230 | Human Thought and Culture I: Ancient to Medieval | 3 credits |
| • SAGE 240 | Human Thought and Culture II: Renaissance to Modern | 3 credits |
| • SAGE 450 | Global Issues and Ethical Response | 3 credits |
| • WRT 110 | Composition I: Inquiry through Writing | 3 credits |
| • WRT 120 | Composition II: Reasoning through Writing | 3 credits |

Breadth Requirements

- | | | |
|-------------------------------|--|---------------|
| • Mathematics | a course in mathematics that develops an understanding of the appropriate use and limitations of quantitative analysis | 3 / 4 credits |
| • Natural Science | one science course designed to enrich a student's understanding of the natural world and the scientific method of inquiry; the course must include a laboratory experience. | 4 credits |
| • Arts and Aesthetics: | courses selected from Art, Communication, Creative Writing, or Music requiring either personal engagement in and critical reflection upon the creative process or the development of an appreciation of the aesthetic achievement of one or more disciplines in the fine arts. | 3 credits |
| • Humanities: | courses selected from the disciplines of English Literature, Philosophy, Spanish, or Religious Studies allowing students to explore written expression of the human spirit in historical and | 6 credits |

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cultural contexts.

- **Social Science:** courses selected from the disciplines of Politics, History, Business/Economics, or Education focused on the study of human society and culture 6 credits
- An additional three credits from either Humanities or Social Science 3 credits

Approved by FEC on behalf of the faculty on 7.30.15

Program Majors and Minors by Department

Department of Business and Economics

Major in Business Administration (B.A.)
Major in Business Administration, with a Specialized Program of Study (B.A.)
Equine Business Management
Therapeutic Horsemanship Business Management
Major in Sports Management (B.A.)
Minor in Business and Economics
Minor in Equine Business Management
Minor in Sports Management

Department of Education

Major in Elementary Education with K-6 Licensure (B.A.)
Major in Physical Education with K-12 Licensure (B.A.)
Major in Middle School Grades Education (B.A.)
Major in Special Education (B.A.)

Department of Equine Studies

Major in Therapeutic Horsemanship (B.A.)
Minor in Therapeutic Horsemanship
Minor in Equine Studies

Department of Interdisciplinary Studies

Major in Interdisciplinary Studies (B.A.)

Major in Interdisciplinary Studies with a Concentration in Pre-Doctor of Physical Therapy (B.A.)

Department of Liberal and Creative Arts

Major in English and Creative Writing (B.A. or B.F.A.) 90

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Major in Communication Studies (B.A.)

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Major in History (B.A.)

*Concentrations in: American History
European History
Public History*

Major in Philosophy and Religious Studies (B.A.)

Major in Social Science (B.A.) **(Suspended for AY 2018-19)**

Concentrations in: Politics

Major in Visual & Performing Arts (B.A.)

Concentrations in: Studio Art, Game Art and Design

Minor in Communication Studies

Minor in Creative Studies

Minor in Creative Writing

Minor in Cultural Studies

Minor in English Literature

Minor in Gender Studies

Minor in History

Minor in Leadership Studies

Minor in Public History

Minor in Spanish **(Suspended for AY 2018-19)**

Minor in Music

Minor in Religious Studies

Minor in Social Science, Politics Emphasis **(Suspended for AY 2018-19)**

Minor in Studio Art

Department of Natural and Life Sciences

Major in Biology (B.A. or B.S.)

Major in Biology, with a Specialized Program of Study in Equine Science (B.A. or B.S.)

Major in Biology with a specialization in Biomedical Sciences (B.S.)

Major in Forensic Science (B.A.)

Concentrations in: Chemistry and Psychology

Major in Psychology (B.A.)

Minor in Biology

Minor in Chemistry

Minor in Mathematical Sciences

Minor in Psychology

Department of Business and Economics

Chairperson: Corinne Nicholson

Business Administration

Major in Business Administration (B.A.)

Major in Business Administration, with a Specialized Program of Study

In Equine Business Management (B.A.)

Major in Business Administration, with a Specialized Program of Study

In Therapeutic Horsemanship Business Management (B.A.)

Minor in Business and Economics

Minor in Equine Business Management

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Sports Management

Major in Sports Management (B.A.)

Minor in Sports Management

Department of Business and Economics

The Department of Business and Economics, in keeping with the mission of the University, develops in our students a blend of skills, knowledge, professional behavior and values. The department strives to combine the strengths of a liberal arts education with professional preparation in its various disciplines to meet the objective of providing future managerial and professional leadership to the region and the world.

Business Administration Major

The Business Administration major, in keeping with the mission of the University, provides exceptional, educational experiences that promote not only the lifelong pursuit of knowledge and the continual development of skills, but also focuses on the importance of responsible, ethical behavior. The major prepares students for careers in the business, nonprofit and government sectors, and it also provides students with the knowledge, skills and disposition to pursue graduate studies in a wide variety of disciplines.

Learning Outcomes: Business Administration

At the time of graduation, a Business major is expected to:

1. Demonstrate Knowledge in the Disciplines, through a competent understanding of theories, concepts and subjects in the major.
2. Exhibit Professional Communication Skills, by becoming an effective and efficient communicator.
3. Demonstrate Critical Thinking Skills, through the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the major.

Internships in Business

An internship with a business organization or a non-profit or governmental agency enables the student to explore potential careers, clarify his/her educational and career goals, develop new skills, gain valuable work experience and develop professional contacts.

Prospective interns must meet institutional-wide requirements and be approved by the Department. Internships can be taken during any academic semester or summer after reaching junior status and interns receive variable credits in BUS 395 or 495 based on the nature of the onsite experience. During recent years students completed internships at the following organizations: Adobe, Campbell Soup Co., BB&T, Butler Manufacturing Co., Habitat for Horses, Pinehurst Resort and Country Club, Wells Fargo, International Visitors Council, Wesleyan Equestrian Center, Scotia Village Retirement Community, Scotland County Chamber of Commerce, Scotland Memorial Hospital, Triune Capital Advisors, Christopher Wood Law Office, and Army Geospatial Center.

Requirements for Transfer Students

Transfer students are required to meet the institution-wide general education requirements and must take 27 credits of the required business courses in the major at the St. Andrews Campus.

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Major in Business Administration 54 Credits

Students with a particular interest in one of the major fields (Accounting, Economics, Finance, Management, Marketing, or General Business) may choose their elective courses accordingly.

Required Courses:	39 Credits
ACCT 201 Principles of Accounting I	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 220 Business Technology	3 credits
BUS 301 Business Law	3 credits
BUS 302 Entrepreneurship	3 credits
BUS 303 Management Communications	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 331 Principles of Management	3 credits
BUS 335 Business Ethics	3 credits
BUS 341 Principles of Financial Management	3 credits
BUS 480 Senior Policy and Strategy Seminar	3 credits
ECON 201 Microeconomics	3 credits
ECON 202 Macroeconomics	3 credits

Additional Requirements:	15 Credits
One of the following courses:	3 credits
BUS 252 Business Statistics	
MAT 225 Introductory Statistics	

Four upper-level business courses selected in consultation with a faculty advisor 12 credits

**Major in Business Administration with a
Specialized Program of Study in Equine Business Management 58 Credits**

Required Courses:	47 Credits
ACCT 201 Principles of Accounting I	3 credits
BUS 220 Business Technology	3 credits
BUS 301 Business Law	3 credits
BUS 303 Management Communications	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 322 Advertising and Promotion	3 credits
BUS 331 Principles of Management	3 credits
BUS 335 Business Ethics	3 credits
BUS 341 Principles of Financial Management	3 credits
BUS 480 Senior Policy & Strategy Seminar	3 credits
ECON 201 Microeconomics	3 credits
EQ 255 Stable Management	3 credits
EQ 256 Stable Management Lab	1 credits
EQ 249 History & Theory of Modern Riding	3 credits
EQ 340 Equine Business Management	3 credits
EQ 350 Horse Science I	3 credits

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TH 155 Intro to Therapeutic Horsemanship 1 credit

Additional Requirements: 11 Credits

- One of the following courses: 3 credits
 - BUS 332 Organizational Behavior
 - BUS 333 Human Resource Management
- One of the following courses: 3 credits
 - BUS 495 Senior Project
 - BUS 498 Senior Project
 - BUS 499 Senior Project
- Electives chosen from the following courses: 3 credits
 - ACCT 202 Principles of Accounting II
 - BUS 302 Entrepreneurship
 - BUS 395 Internship in Business
 - ECON 202 Macroeconomics
 - COM 101 Introduction to Mass Communications
 - EQ 248 Basic Riding Instructor Skills
 - EQ 257 BRI Skills Practicum
 - EQ 342 Form to Function: Principles of Horse Judging
 - EQ 415 Current Therapies in Equine Internal Medicine
 - EQ 416 Intro to Equine Clinical Pharmacology
 - EQ 417 Equine Orthopedic Lameness
 - EQ 420 Equine Nutrition
 - EQ 422 Horse Science II
- The student must take at least 2 Equitation courses at the St. Andrews Campus. 2 credits
These courses include:
 - PE 261 Equitation I
 - PE 262 Equitation II
 - PE 263 Equitation III

**Major in Business Administration with a Specialized Program of Study in
Therapeutic Horsemanship Business Management 59.5 Credits**

Required Courses: 53.5 Credits

- ACCT 201 Principles of Accounting I 3 credits
- BUS301 Business Law 3 credits
- BUS 303 Management Communications 3 credits
- BUS 321 Principles of Marketing Management 3 credits
- BUS 331 Principles of Management 3 credits
- BUS 335 Business Ethics 3 credits
- BUS 341 Principles of Financial Management 3 credits
- BUS 480 Senior Policy & Strategy Seminar 3 credits
- ECON 201 Microeconomics 3 credits
- EQ 255 Stable Management 3 credits
- EQ 256 Stable Management Experience 1 credit
- EQ 248 Basic Riding Instructor Skills 1.5 credits
- EQ 257 BRI Skills Practicum 1 credit
- EQ 340 Equine Business Management 3 credits

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TH 246 TH Principles & Concepts	3 credits
TH 346 Adv Techniques in Therapeutic Horsemanship	4 credits
TH 347 TH Program Management: Administration	2 credits
TH 348 TH Program Management: Teaching	3 credits
TH 465 TH Issues and Ethics	3 credits
TH 466 Survey of Specialties in Therapeutic Riding Certification (Red Cross) in First Aid and CPR	2 credits

Additional Requirements:	6 Credits
<ul style="list-style-type: none"> • One of the following courses: <ul style="list-style-type: none"> BUS 332 Organizational Behavior BUS 333 Human Resource Management • One of the following courses: <ul style="list-style-type: none"> BUS 495 Senior Project BUS 498 Senior Project BUS 499 Senior Project 	3 credits 3 credits

Contract Majors in Business 54 credits

For students whose needs are different from the standard areas of emphasis, contract majors in Business may be arranged. A Business Administration contract major includes the Core Requirements and Capstone course from the regular Business Administration major and four courses (12 credits) of 300-400 level courses that would be appropriate for the theme of the contract. Examples of contract majors include: Business and Music Technology, Museum Management, Business with a Pre-Law emphasis, and Business within the Political Environment. All contracts must be approved by the Departmental faculty and declared by midterm of the first semester of the student's senior year.

Required Courses:	39 Credits
ACCT 201 Principles of Accounting I	3 credits
ACCT 202 Principles of Accounting II	3 credits
BUS 220 Business Technology	3 credits
BUS 301 Business Law	3 credits
BUS 302 Entrepreneurship	3 credits
BUS 303 Management Communications	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 331 Principles of Management	3 credits
BUS 335 Business Ethics	3 credits
BUS 341 Principles of Financial Management	3 credits
BUS 480 Senior Policy & Strategy Seminar	3 credits
ECON201 Microeconomics	3 credits
ECON202 Macroeconomics	3 credits

Additional Requirements:	15 Credits
<ul style="list-style-type: none"> • One of the following courses: <ul style="list-style-type: none"> BUS 252 Business Statistics MAT 225 Introductory Statistics 	3 credits

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- Four upper level courses appropriate for the theme of the contract. 12 credits
- Courses must be approved by the Departmental faculty.

Minor in Business and Economics

18 Credits

Learning Outcomes:

The Department has established two specific Learning Outcomes:

1. Knowledge in the discipline: Students will demonstrate a competent understanding of theories, concepts and subjects in the minor.
2. Critical thinking skills: Students will demonstrate the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the minor.

A student may pursue a minor in Business and Economics. A minor consists of 18 credit hours.

Requirements for a Minor in Business Administration

18 Credits

ACCT 201 Principles of Accounting I	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 331 Principles of Management	3 credits
BUS 341 Principles of Financial Management	3 credits
ECO 201 or ECON 202: Micro- or Macroeconomics	3 credits
Business or Economics Elective	3 credits

Minor in Equine Business Management

19 Credits

Learning outcomes:

The Department has established two specific Learning Outcomes:

1. Knowledge in the discipline: Students will demonstrate a competent understanding of theories, concepts and subjects in the minor.
2. Critical thinking skills: Students will demonstrate the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the minor.

A student who is not a business major may pursue a minor in Equine Business Management. A student majoring in business may pursue a minor in Equine Studies offered by the Equine Studies Department.

Requirements for a Minor in Equine Business Management

19 Credits

ACCT 201 Principles of Accounting I	3 credits
BUS 321 Principles of Marketing Management	3 credits
BUS 331 Principles of Management	3 credits
BUS 341 Principles of Financial Management	3 credits
EQ 255 Stable Management	3 credits
EQ 256 Stable Management Lab	1 credits

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EQ 249 History & Theory of Modern Riding	3 credits
EQ 340 Equine Business Management	3 credits

Sports Management

The Sports Management major, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge, skills, and professional dispositions that are necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base.

Learning Outcomes: Sports Management

Upon completion of the major in Sports Management:

1. Students will be able to describe and explain the components of the sport management industry such as careers, marketing, risk management, leadership as well as financial and economics principles.
2. Students will demonstrate skills and knowledge in the area of sport management through internships, practicums or guided independent studies.
3. Students will identify and describe governance and ethical issues necessary to work successfully and responsibly in the sport management field.
4. Students will apply administrative skills, knowledge and understanding of planning, organizing, as well as evaluating various sporting events and programs.

Major in Sports Management	57 credits
Required Courses	45 credits

BUS 220 Business Technology	3 credits
BUS 321 Principles of Marketing Management	3 credits
ECON 201 Microeconomics	3 credits
SS 231 Foundations and Principles of PE and Sport	3 credits
SPM 2xx Careers in Sport Management	3 credits
SPM 2xx Introduction to Sport Marketing	3 credits
SPM 235 Sport Programming	3 credits
SPM 237 Sport Event Management	3 credits
SPM 3xx Sport Funding and Finance	3 credits
SPM 3xx Sport Communication and Social Media	3 credits
SPM 385 Governance and Ethics in Sport	3 credits
SS 410 Organization and Administration in PE and Sport	3 credits
SPM 4xx Sport Economics	3 credits
SPM 480 Risk Management and Legal Aspects in Sport	3 credits
SPM 4xx Sport Leadership	3 credits

Additional Requirements	9 credits
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Choose 3 of the following courses:

ACCT 201 Accounting I	3 credits
BUS 301 Business Law	3 credits
BUS 302 Entrepreneurship	3 credits

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BUS 303 Management Communications	3 credits
BUS 322 Advertising and Promotion	3 credits
BUS 331 Principles of Management	3 credits
BUS 332 Organizational Behavior	3 credits
BUS 333 Human Resource Management	3 credits
BUS 335 Business Ethics	3 credits
BUS 341 Principles of Finance	3 credits
SS 310 Foundations in Sport Coaching	3 credits
SS 320 Foundations of Officiating	3 credits
SS 325 Kinesiology	3 credits
SPM 375 Topics in Sport Management	3 credits
SS 402 Exercise Physiology	3 credits

Capstone Requirement **3 credits**

Choose one of the following courses:

SPM 395/495 Senior Internship	3 credits
SPM 398/498 Senior Practicum	3 credits
SPM 399/499 Senior Guided Independent Study	3 credits

Minor in Sports Management

24 Credits

Required Courses:

SS 231 Foundation and Principles of Physical Education and Sport	3 credits	24 Credits
SRS 237 Sport and Recreation Event and Venue Management	3 credits	
SRS 385 Governance and Ethics in Sport & Recreation	3 credits	
SS 410 Organization and Administration of PE & Sports	3 credits	
ACCT 201 Principles of Accounting I	3 credits	
BUS 301 Business Law	3 credits	
BUS 321 Principles of Marketing	3 credits	
BUS 331 Principles of Management	3 credits	

Department of Teacher Education

Chairperson: Dr. Teresa M. Reynolds

Accredited by: The North Carolina Department of Public Instruction

The Department of Education offers the aspiring professional educator a choice of four distinct degrees leading to licensure with the North Carolina Department of Public Instruction:

- Bachelor of Arts in Elementary Education with K-6 Licensure
- Bachelor of Arts in Physical Education with K-12 Licensure
- Bachelor of Arts in Middle School Grades Education with 6-12 Licensure
- Bachelor of Arts in Special Education with K-12 Licensure

Department of Education

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In support of the mission of the University, the mission of the St. Andrews professional educator preparation program is to prepare Learner Centered Professional Teachers who believe and demonstrate that teachers are the single most important factor outside the home environment in affecting learning and development. The Learner Centered Professional Teacher who graduates from the institution is aware of, appreciates the cultural achievements in the arts and literature, and understands the role of science in the creation of a humane, integrative world. The Learner-Centered Professional Teacher has an intelligent, global concern for democratic relations in school and society and realizes that a teacher's intellectual, moral, and spiritual growth extends well beyond the institution. Dedication to physical and emotional health and vitality, with a clear sense of vocation for the stewardship of life, are educational necessities for the Learner-Centered Professional Teachers of the twenty-first century.

Department Learning Outcomes

Learner-Centered Professional Teachers are professionally competent, personally and socially mature, spiritually enlightened, and acutely aware of their responsibilities to society. The Teacher Education Department prepares teachers who:

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession with passing scores on the *Leadership and Action Research on School Improvement Project (LARSIP)* completed during student teaching at a rate of 80%.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *North Carolina Standard Course of Study (NCSOCS)* using appropriate methodology as determined by the *edTPA* student teaching assessment at a rate of 80%.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results as determined by the *edTPA* student teaching assessment at a rate of 80%.

Policies and Procedures

Admission to the Program

Formal admission to the Teacher Education Program is a separate process from admission to the institution. Admission to, and continuation in a Licensure Program, is granted only to those students who show clear evidence of becoming competent, mature, and responsible teacher candidates. A student seeking to be formally admitted to the Teacher Education Program must meet the following requirements:

Degree Seeking Students on Main Campus

1. Earn Sophomore Class status with a Minimum grade point average (GPA) of 3.0. (To achieve this, a student should have a minimum GPA of 2.75 by the end of the first year.)
2. Achieve a satisfactory score on the Praxis Core Academic Skills for Educators Tests*, or satisfactory SAT/ACT Scores.
3. Submit to his/her Advisor an Application for Admission to Teacher Education.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not in the Department of Teacher Education.
5. Complete in a satisfactory manner an interview with the Teacher Education Faculty Committee.

***Note:** It is the responsibility of the student to ensure that all the information has been received by the Teacher Education Department within the period stated in the Teacher Education Handbook.

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Degree Seeking Students in the Sandhills Program

1. Complete 12 credit hours at St. Andrews at Sandhills with a minimum GPA of 3.0.
2. Achieve a satisfactory score on the Praxis Core Academic Skills for Educators Tests *.
3. Submit to his/her Advisor an Application for Admission to Teacher Education (available in the Sandhills Program Office).
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not a Department of Teacher Education full-time professor.
5. Complete in a satisfactory manner an interview with the Teacher Education Faculty Committee.

*Note: It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Graduates Seeking Licensure on the Main Campus

1. Complete a minimum of six credit hours at the St. Andrews Campus with a minimum GPA of 3.0.
2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Office of Teacher Education).
3. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one who is not in the Department of Teacher Education.
4. Complete satisfactorily an interview with the Teacher Education Committee.
5. Licensure-only and Lateral Entry* students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 3.0 must achieve satisfactory scores on the Praxis Core Academic Skills for Educators Tests.

*Note: It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Graduates Seeking Licensure in the Sandhills Program

1. Complete a minimum of 6 credit hours at the Sandhills Program with a minimum GPA of 3.0.
2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Sandhills Program Office).
3. Submit to his/her Advisor two Reference Forms from previous instructors. Select one instructor who is not in the Department of Teacher Education.
4. Complete satisfactorily an interview with the Teacher Education Faculty Committee.
5. Licensure-only and Lateral Entry* students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 3.0 must achieve satisfactory scores on the Praxis Core Academic Skills for Educators Tests

*Note: It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Degree Seeking Students through the SAONLINE program

1. Earn Sophomore Class status with a minimum grade point average (GPA) of 3.0. (To achieve this, a student should have minimum GPA of 2.75 by the end of the first year.)
2. Achieve a satisfactory score on the Praxis Core Academic Skills for Educators Tests*, or satisfactory SAT/ACT Scores.
3. Submit to his/her Advisor an Application for Admission to Teacher Education
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor

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who is not in the Department of Teacher Education.

5. Complete in a satisfactory manner an interview with the Teacher Education Faculty Committee via an online format.
6. Licensure-only and Lateral Entry* students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 3.0 must achieve satisfactory scores on the Praxis Core Academic Skills for Educators Tests

*Note: It is the responsibility of the student to ensure that all the information has been received by the Teacher Education Department.

*Licensure Only – Student has completed a Bachelor of Arts Degree at an accredited college or university

*Lateral Entry – Student has completed a Bachelor of Arts Degree at an accredited college or university and has obtained employment in a North Carolina public school as the teacher of record.

Degree Seeking Students through a Non-licensure Contract

International students not seeking licensure or desiring to teach in the United States may apply to the education faculty for permission to complete a non-licensure contracted degree. To receive a Bachelor of Arts in Education degree the student must complete all professional studies and pedagogical coursework for their chosen program of study and have a total GPA of 3.0 for all coursework. In lieu of the student teaching semester, the student must complete 480 hours in a supervised clinical teaching practicum and will complete two additional courses in another educational program at the pedagogical level. Additionally the student must take 12 hours of coursework in at least two other university departments.

Students who have not successfully completed the requirements to be formally accepted into the Teacher Education Program (i.e. the Praxis Core Academic Skills Tests) may apply to the education faculty for permission to complete a non-licensure contracted degree. To receive a Bachelor of Arts in Education degree the student must complete all professional studies and pedagogical coursework for their chosen program of study. In lieu of the student teaching semester, the student must complete 480 hours (6 credit hours) in a supervised clinical teaching practicum and will complete two additional courses in another educational program at the pedagogical level. Additionally the student must take 12 hours of coursework in at least two other university departments.

When applying for this contract, students must understand that the Education Department will not recommend them for licensure requirements as determined by the state of North Carolina.

Progression Policy

To maintain satisfactory progress in the program, Teacher Education Majors:

1. Are limited to introductory courses in Education or a maximum of fifty percent of the courses that constitute the total professional studies program, excluding student teaching, until they are formally admitted to the Teacher Education Program which includes having attained a cumulative score of 468 on the *Praxis Core Academic Skills Test*.
2. Must maintain an overall GPA of 3.0 or better to be retained in the program.
3. Must retake any course in your concentration area in which a D or F is received.
4. Must maintain a GPA of 3.0 or better in their professional studies program of study.
5. Must retake any pedagogical studies course in which a grade of C or lower is received.
6. Must have an overall GPA of 3.0 or better and passing scores on either the *Praxis II content area test* or the *Pearson Foundations of Reading and General Curriculum Tests* to be eligible for a student teaching placement (whichever is applicable to their degree).

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*Note: Students not admitted to Teacher Education may take only a limited number of the courses that constitute the total professional studies program (See catalog course descriptions).

Student Teaching

The student teaching experience is a 16-week experience in a North Carolina public school. In order to be admitted to the professional applications semester, students must meet several requirements in addition to the initial requirements for formal admittance to Teacher Education candidacy. The student must:

1. Have a GPA of 3.0 or better in the teaching major.
2. Have a GPA of 3.0 or better in the professional courses of the program of study.
3. Remove all incomplete grades.
4. Have been formally admitted to the Teacher Education Program (PCAST scores, references, application and references and interview).
5. Have completed all courses in the major.
6. Submit the Application for Student Teaching
7. Have passed the Pearson Foundations of Reading and General Curriculum Tests (if applicable) and/or the content area Praxis II test (if applicable).

*Note: It is the responsibility of the student to ensure that all the information has been received by the Teacher Education Department before the date stated in the Teacher Education Handbook. Late or incomplete submissions may require students to wait until the following semester to complete their clinical experience. Students in the program who are working as teacher assistants will be advised to follow the LEA placement policies. Student teachers will be permitted to engage in outside employment, participate in institutional extracurricular activities or enroll in an additional course only with the approval of the Teacher Education faculty.

State Required Licensure Assessments

Registration information for PRAXIS Core Academic Skills Tests, PRAXIS II, Pearson Tests for North Carolina Foundations of Reading/General Curriculum Tests and the EdTPA is available in the Teacher Education Curriculum Lab. Professors in the Teacher Education Department will advise students regarding PRAXIS Core Academic Skills Tests, PRAXIS II, or Pearson Tests for North Carolina Foundations of Reading/General Curriculum Tests, EdTPA and/or other state required assessments. The Department of Teacher Education recommends that students participate in study groups to prepare for state required assessments.

Exit Policies

All students seeking Licensure must meet all requirements of the program, including course requirements, state required assessments, grade point average requirements and all student teaching requirements.

Licensure

The institution offers state approved K-12 programs leading to Licensure in Special Education and Physical Education. It also offers an approved K-6 program leading to Licensure in Elementary Education and an approved grades 6-9 program leading to Licensure in Middle Grades Education. A student pursuing licensure must successfully complete the standard requirements for the teaching major and the professional education sequence required for each licensure program.

Change of Major

A student, who changes his/her major to seek a teacher education degree, must satisfy all of the core requirements for teacher education majors.

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Transfer Course Credit

The transcripts of transfer students and Licensure-Only students are evaluated individually by the Registrar's Office and appropriate faculty to ascertain which courses from other institutions are equivalent to the courses at the St. Andrews Campus. In some instances, students may be required to repeat a basic course if the course content is inadequate. A Program of Study is then prepared outlining the courses to be taken at the institution to complete Licensure requirements in Teacher Education.

Licensure-Only students must meet the same requirements as the degree-seeking students. A Licensure-Only student must hold a four-year degree from an accredited university or college.

Professional Studies courses taken at the St. Andrews Campus or at any other accredited institution that are more than five (5) years old may not be accepted toward a licensure program.

Taking Courses in the St. Andrews Campus Program

Students may enroll in courses at the other location if the course needed is not taught on their respective campus. Students must have the approval of the Sandhills Program Director and the advisor before registering.

Major in Teacher Education

The institution offers four degrees in the field of teacher education. Students seeking licensure within the Teacher Education Program can choose to major in Elementary Education with a K-6 Licensure, Physical Education with a K-12 Licensure, Middle School Grades Education for a 7-9 license, or Special Education with a K-12 license. Students must complete the Professional Studies Sequence for Licensure in conjunction with the requirements of their individual majors.

The teacher education program consists of three phases. Phase I is the Professional Studies phase and includes nine classes that all majors must complete. Declared majors may take these courses without being formally accepted as a teacher education candidate. Students must present passing scores on the *Praxis Core Academic Skills Tests* to be formally admitted into the Teacher Education program and continue course work for their major.

Phase II consists of the Pedagogical Studies of the program and is different for each of the four majors. Students must be formally admitted to the program before taking courses in the Pedagogical Stage. Majors must take and present passing scores on the licensure tests for their majors before moving to the final phase of the program.

Phase III consists of the clinical experience known as Student Teaching. Teacher candidates spend 16 weeks in a classroom under the supervision of the university supervisor and a cooperating classroom teacher. This phase includes three assessments that includes a nationally normed assessment called the EdTPA (Educational Teacher Performance Assessment). Passing scores on this assessment are required to successfully complete the student teaching experience. In addition, a leadership project works in conjunction with the assigned school's School Improvement plan. Finally, the university supervisor and the cooperating teacher complete a summative assessment.

Program advisors have pertinent information regarding assessment specifics in any phase of the program.

K-6 Elementary Education Major

The primary mission of the Elementary Education program is to offer a high quality, research-driven program leading to the Bachelor of Arts degree and initial licensure in Elementary Education. The elementary education degree and licensure program prepares facilitators of learning to teach grades K-6. Small class sizes afford pre-service teachers a greater level of individual attention as they develop skills in instructional design, through acquired

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knowledge in theory, teaching approaches and practical applications. The institution boasts a high rate of employment among elementary education graduates in school districts and learning organizations across the United States and internationally.

Teacher candidates explore the process of teaching and learning through an integrative, constructivist approach that includes multiple opportunities for field based learning and practical experiences in the school setting. Candidates are able to utilize the strong liberal arts approach found in the St. Andrews General Education curriculum to help meet the teacher education standard for knowing content, while the Elementary Education Program provides candidates with a strong understanding and skill base in pedagogical studies that continues to make the institution's graduates notable as they pursue their professional vocation of teaching children in grades K-6.

Elementary Education Student Learning Outcomes

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *North Carolina Standard Course of Study (NCSCOS)* using appropriate methodology as determined by the *edTPA* student teaching assessment.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results as determined by the *edTPA* student teaching assessment.
4. Meet proficiency requirements for the *Pearson Foundations of Reading and General Curriculum* tests.

Program Requirements

Professional Studies (required of all education majors)

30 Credit Hours

- EDU 220 Child and Adolescent Development 3 credits
- EDU 232 Integrating Movement in the Classroom 3 credits
- EDU 236 Technology for Educators 3 credits
- EDU 240 Math for Teaching and Learning 3 credits
- EDU 250 Education, Culture and Diversity 3 credits
- EDU 310 Curriculum and Instruction 3 credits
- EDU 311 Digital Learning Applications 3 credits
- EDU 324 Educational Psychology 3 credits
- EDU 352 Teachers as Leaders 3 credits
- EDU 355 The Exceptional Child 3 credits

***GPA of 2.75, program application, recommendations, interview, and passing scores on the Praxis Core Academic Skills for Educators Tests are required for formal admittance into the Teacher Education Program.

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Pedagogical Studies

24 Credit Hours

EDU 319 Literature for Children and Youth 3 credits

EDU 325 Foundations in Teaching Social Studies K-6 3 credits

EDU 332 Language and Literacy 3 credits ***

EDU 338 Reading and Language Arts 3 credits ***

EDU 339 Social Studies in the Elementary School 3 credits ***

EDU 341 Science in the Elementary School 3 credits ***

EDU 342 Mathematics in the Elementary School 3 credits ***

EDU 365 Fine Arts in the Elementary School 3 credits

** A grade of “3.0” or above is required for all Professional and Pedagogical Studies Courses.

*** Must be formally admitted to the Teacher Education Program.

****Elementary Education Licensure Tests: *Foundations of Reading and General Curriculum Tests*

An Academic Exploration is required in each of the following four subject areas relevant to K-12 classroom. Students may seek an add-on licensure with their initial application with 24 Credit Hours in specific content area or with passing scores on the Praxis II content area tests. Students should consult their advisors for guidance.

- English/Language Arts
- Mathematics
- Science
- Social Science

Professional Applications

15 Credit Hours

EDU 344 Classroom Management 3 credits

EDU 423 Student Teaching 10 credits

EDU 425 Student Teaching Senior Seminar 2 credits

EdTPA is required for completion of student teaching

Total Program Hours for Elementary Education: 69 credit hours plus the Academic Exploration credit hours and required St. Andrews General Education curriculum hours for a minimum of 120 credit hours.

Middle Grades Teacher Education Major

The Middle Grades Teacher Education Program prepares candidates to teach adolescents in grades 6-9. Using current research and data regarding adolescent learners, candidates will develop the knowledge, skill and dispositions necessary to provide developmentally appropriate learning experiences for middle grades students via the St. Andrews General Education curriculum.

The Middle Grades Education pre-service candidates will show evidence of skills for leading students toward participation in society and toward careers. The program is designed to help pre-service teachers expand middle grades learner skills in communication, collaboration, critical thinking, and creative problem solving using a highly

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integrated approach to presenting the curriculum objectives. They will develop an awareness and competency in applying basic principles of curriculum planning and implement them according to the diverse needs of within the middle school setting.

Pre-service teachers will participate in a variety of field experiences within the middle school setting and will habitually reflect on these experiences as a basis for decision-making and personal growth. Candidates will demonstrate the use of technological tools, both for planning, instruction and assessing, as well as the skills of data management. These future teachers will explore the structure of the school as an institution and will learn skills in professional collaboration and leadership.

Middle Grades Education Student Learning Outcomes

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *North Carolina Standard Course of Study (NCSOCS)* using appropriate methodology as determined by the *edTPA* student teaching assessment.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results as determined by the *edTPA* student teaching assessment.
4. Meet proficiency requirements for the *Praxis II Content Area Test* associated with their program of study..

Program Requirements

Professional Studies (required of all education majors)

30 Credit Hours

- EDU 220 Child and Adolescent Development 3 credits
- EDU 232 Integrating Movement in the Classroom 3 credits
- EDU 236 Technology for Educators 3 credits
- EDU 240 Math for Teaching and Learning 3 credits
- EDU 250 Education, Culture and Diversity 3 credits
- EDU 310 Curriculum and Instruction 3 credits
- EDU 311 Digital Learning Applications 3 credits
- EDU 324 Educational Psychology 3 credits
- EDU 352 Teachers as Leaders 3 credits
- EDU 355 The Exceptional Child 3 credits

***GPA of 2.75, program application, recommendations, interview, and passing scores on the Praxis Core Academic Skills for Educators Tests are required for formal admittance into the Teacher Education Program.

Pedagogical Studies

24 Credit Hours

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EDU 319 Literature for Children and Youth 3 credits

EDU 325 Foundations for Teaching Social Studies 3 credits

EDU 322 Reading and Writing in the Content Areas 3 credits ***

EDU 302 Research & Analysis of Teaching Middle and Secondary School Learners 3 credits ***

SPD 314 Differentiated Instruction for the Exceptional Child 3 credits ***

EDU 303 Integrated Content Methods for Middle/Secondary Grades 6 credits ***

EDU 365 Fine Arts in the Classroom

** A grade of “3.0” or above is required for all Professional and Pedagogical Studies courses.

*** Must be formally admitted to the Teacher Education Program.

Middle Grades Education majors shall take and receive a passing score on the *Praxis II Middle Grades Content Area Test* before student teaching.

An Academic Exploration is required in each of the following four subject areas relevant to K-12 classroom. Students may seek an add-on licensure with their initial application with 24 Credit Hours in a specific content area or with passing scores on the Praxis II content area tests. Students should consult their advisors for guidance.

- English/Language Arts
- Mathematics
- Science
- * Social Science

Professional Applications

15 Credit Hours

EDU 344 Classroom Management 3 credits

EDU 423 Student Teaching 10 credits

EDU 425 Student Teaching Senior Seminar 2 credits

EdTPA is required for completion of student teaching

Total Program Hours for Middle Grades Education: 69 credit hours plus the academic exploration credit hours and required St. Andrews General Education curriculum hours for a minimum of 120 credit hours.

K-12 Physical Education Major

In a liberal arts curriculum, the study of physical education provides balance to educate both the mind and the body. A major in physical education and sport can take you in different directions such as teaching, coaching, rehabilitation, therapy, sports, recreation, community health, intramurals, and wellness programs. At the St. Andrews Campus, we combine a strong liberal arts curriculum with an uncommon flexibility in your choice of major. You may choose: 1) Physical education with certification in K-12 or, 2) Physical education with sport management or coaching concentration. This flexibility is made possible through the Institutional assets of excellent faculty and a unique interdisciplinary program of study. With an overall student-to-faculty ratio of 10:1, the institution’s professors take time to listen, to care, and to become directly involved in your education. Your professors’ personalized attention is an invaluable resource, given the highly personal nature of discovering your

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individual strengths and interests. You will find yourself quickly involved in and challenged by each class discussion, where your contributions will be heard in a spirit of inquiry and openness.

The St. Andrews General Education interdisciplinary curriculum cuts across traditional boundaries separating the academic disciplines to provide a global perspective and foster critical thinking. Educating the whole person, courses explore values and inspire committed action that you may pass on to your students.

Physical Education Student Learning Outcomes

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *North Carolina Standard Course of Study (NCSOCS)* using appropriate methodology as determined by the *edTPA* student teaching assessment.
3. Demonstrate proficiency in gathering, analyzing and acting upon student assessment results as determined by the *edTPA* student teaching assessment.
4. Meet proficiency requirements for the *Praxis II Content Area Test* associated with their program of study..

Professional Studies (required of all education majors)

30 Credit Hours

EDU 220 Child and Adolescent Development 3 credits

EDU 232 Integrating Movement in the Classroom

EDU 236 Technology for Educators 3 credits

EDU 240 Math for Teaching and Learning 3 credits

EDU 250 Education, Culture and Diversity 3 credits

EDU 310 Curriculum and Instruction 3 credits

EDU 311 Digital Learning Applications 3 credits

EDU 324 Educational Psychology 3 credits

EDU 352 Teachers as Leaders 3 credits

EDU 355 The Exceptional Child 3 credits

***GPA of 2.75, program application, recommendations, interview, and passing scores on the Praxis Core Academic Skills for Educators Tests are required for formal admittance into the Teacher Education

Pedagogical Studies

34 credit hours

SS 231 Foundations and Principles of PE and Sport 3 credits

SS 235 Kinesiology and Biomechanics 3 credits

BIO 221 Human Anatomy & Physiology (counts as Gen Ed Science/Lab) 4 credits

HPE 328 – K-12 – PE Methods 3 credits

HPE 370 – K-12 Health Methods 3 credits

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HPE 315 Skill Analysis – Individual Sports Methods 3 credits

HPE 316 Skill Analysis – Team Sports Methods 3 credits

HPE 334 Adapted PE 3 credits

EDU 322 Reading and Writing in the Content Area 3 credits

HPE 402 Exercise Physiology 3 credits

SS 410 Org. and Admin of PE & Sport 3 credits

** A grade of “3.0” or above is required for all Professional and Pedagogical Courses.

*** Must be formally admitted to the Teacher Education Program.

Physical Education majors shall take and receive a passing score on the *Praxis II Physical Education Area Test* before student teaching.

Professional Applications

15 credit hours

EDU 344 Classroom Management 3 credits

EDU 423 Student Teaching 10 credits

EDU 425 Student Teaching Senior Seminar 2 credits

EdTPA is required for completion of student teaching.

An Academic Exploration is required in each of the following four subject areas relevant to the K-12 classroom. Students may seek an add-on licensure with their initial application with 24 Credit Hours in a specific content area or with passing scores on the Praxis II content area tests. Students should consult their advisors for guidance.

- English/Language Arts
- Mathematics
- Science
- Social Studies

**A GPA of 3.0 is required for all Professional and Pedagogical Studies courses

*** Students should be formally admitted into the Teacher Education Program

Special Education Major

The Special Education degree program is designed to prepare educators to teach children with mild disabilities via the General K-12 Curriculum. Through participation in additional courses the program also offers an option for add-on certification in Gifted Education for any education major of licensure only candidate.

Pre-service teachers in Special Education will develop the knowledge, skill and dispositions necessary to provide developmentally appropriate learning experiences for special needs students in special and general education settings. The pre-service Special Education teachers will show evidence of skills for leading students toward higher cognitive development stages.

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Program objectives include pre-service teachers developing the knowledge and understanding necessary to become experts at teaching students with disabilities who are progressing through the General Curriculum (K-12); knowledge and understanding of Special Education laws and policies; and develop the knowledge and understanding of human growth and development theories as they apply to students with disabilities. They will develop an awareness and competency in applying basic principles of curriculum planning and implement them according to the diverse needs of students with disabilities.

Pre-service teachers will participate in field experiences, practicums and community events related to students with disabilities (i.e. Special Olympics). They will habitually reflect on the experiences as a basis for decision-making and for professional growth. Further, they will demonstrate the use of technological tools, both for planning, instruction and assessing, as well as the skills of data management.

Special Education Student Learning Outcomes

Students will:

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Facilitate learning through a respectful environment for a diverse population of students by demonstrating content knowledge, aligning instruction with the *North Carolina Standard Course of Study (NCSOCS)* using appropriate methodology as determined by the *edTPA* student teaching assessment.
- 3..Demonstrate proficiency in gathering, analyzing and acting upon student assessment results as determined by the *edTPA* student teaching assessment.
- 4..Meet proficiency requirements for the *Pearson Foundations of Reading and General Curriculum* tests.
- 5...Meet proficiency requirements for the *Praxis II Content Area Test* associated with their program of study.

Professional Studies (required of all education majors)

30 Credit Hours

EDU 220 Child and Adolescent Development 3 credits

EDU 232 Integrating Movement in the Classroom 3 credits

EDU 236 Technology for Educators 3 credits

EDU 240 Math for Teaching and Learning 3 credits

EDU 250 Education, Culture and Diversity 3 credits

EDU 310 Curriculum and Instruction 3 credits

EDU 311 Digital Learning Applications 3 credits

EDU 324 Educational Psychology 3 credits

EDU 352 Teachers as Leaders 3 credits

EDU 355 The Exceptional Child 3 credits

***GPA of 2.75, program application, recommendations, interview, and passing scores on the Praxis Core Academic Skills for Educators Tests are required for formal admittance into the Teacher Education

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Pedagogical Studies (Special Education major specific)

36 Credit Hours

EDU 319 Literature for Children and Youth 3 credits

EDU 332 Language and Literacy (K-3) 3 credits ***

EDU 338 Reading and Language Arts (3-6) 3 credits ***

EDU 342 Math in the Elementary School 3 credits ***

EDU 325 Foundations for Teaching Social Studies 3 credits

EDU 365 Fine Arts in the Classroom***

SPD 301 Building Collaboration in the General Education Classroom (Inclusion) 3 credits ***

SPD 302 Learners with Mild Disabilities: Theory & Application in the General Ed. Class 3 credits ***

SPD 303 Assessment Methods and Individual Education Planning for

Students with Disabilities 3 credits ***

SPD 305 Multisensory Teaching of Reading to Students with Disabilities 3 credits ***

SPD 314 Differentiating Instruction for Learners with Special Needs 3 credits ***

SPD 320 Math for Special Learners***

** A grade of “3.0” or above is required for all Professional, Pedagogical and Special Education (EDU and SPD) courses.

*** Must be formally admitted to the Teacher Education Program

****Special Education Majors must complete and pass the Education Licensure Tests: *Foundations of Reading and General Curriculum* prior to student teaching.

*****Special Education Majors must complete and pass the Praxis II Special Education: Core Knowledge and Applications Test (5354) **or** Special Education: Core Knowledge and Mild to Moderate Applications, Interactive Practice Test (5543) before applying for licensure.

An Academic Exploration is required in each of the following four subject areas relevant to the K-12 classroom. Students may seek an add-on licensure with their initial application with 24 Credit Hours in a specific content area or with passing scores on the Praxis II content area tests. Special Education Majors must also have passing scores on the Pearson *Foundations of Reading and General Curriculum Tests*. Students should consult their advisors for guidance.

- English/Language Arts
- Mathematics
- Science
- Social Studies/History

Professional Applications

15 Credit Hours

EDU 344 Classroom Management 3 credits

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EDU 423 Student Teaching 10 credits

EDU 425 Student Teaching Senior Seminar 2 credits

EdTPA is required for completion of student teaching.

Total Program Hours for Special Education Major: 81 credit hours plus the academic exploration credit hours and St. Andrews General Education credit hours for a minimum of 120 credit hours.

Add-on Licensure for Gifted Education (OPTIONAL)

12 Credit Hours

(This program may be taken as add-on for any education major or licensure only candidate)

SPD 310 Introduction, Trends and Issues in Gifted Education 3 credits ***

SPD 312 Methods and Materials for Teaching Gifted Education 3 credits ***

SPD 314 Differentiating Instruction for Learners with Special Needs 3 credits ***

SPD 315 Critical Thinking and Problem Solving 3 credits ***

Department of Equine Studies

Chairperson: Pebbles Turbeville

Major in Therapeutic Horsemanship (B.A.)

Minor in Therapeutic Horsemanship

Minor in Equine Studies

Equine Studies

The Equine Studies Department, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field. Through experiential learning opportunities students will be prepared to integrate theory with specialized knowledge to become leaders in the equine industry. Students will acquire the necessary critical thinking, oral and written communication skills along with problem solving skills and will be empowered to be contributing members of their chosen profession in a global environment.

Therapeutic Horsemanship

The Therapeutic Horsemanship major, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which allow students to explore and define career options while applying and testing their knowledge base.

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Students will be prepared to enter the field of Therapeutic Horsemanship as well-trained and contributing professionals or to continue on to post-graduate work in a related area. Encouraging students to transcend self-interest with a spirit of service is inherent in the very nature of the major.

Learning Outcomes: Therapeutic Horsemanship

Upon completion of the major or minor in Therapeutic Horsemanship, students will be expected to:

1. Students will demonstrate an understanding of and competency in the PATH International standards as well as recognize ethical issues in the Therapeutic Horsemanship industry.
2. Students will demonstrate skills and knowledge in the area of Therapeutic Horsemanship through internships, guided independent research opportunities, and teaching practicum.
3. The student who completes the Therapeutic Horsemanship Major will obtain a certification by PATH International.

Major in Therapeutic Horsemanship

55 Credits

Core Requirements:

36 Credits

BIO 221 Human Anatomy and Physiology I	4 credits
PSY 101 Introduction to Psychology	3 credits
EDU 220 Child and Adolescent Development	3 credits
EQ 246 Introduction to Management of Equine Operations	3 credits
EQ 248 Basic Riding Instructor	2 credits
EQ 255 Stable Management I	3 credits
EQ 256 Stable Management Experience	1 credit
EQ 257 BRI Skills Practicum	1 credit
TH 155 Introduction to Therapeutic Horsemanship	1 credit
TH 246 Therapeutic Horsemanship Principles and Concepts	3 credits
TH 268 Training the Therapeutic Riding Horse	2 credits
TH 346 Advanced Techniques in Therapeutic Horsemanship	4 credits
TH 347 TH Program Management: Administration	2 credits
TH 348 TH Program Management: Teaching	3 credits

Additional Requirements:

12 Credits

• One of the following courses for	3 credits:
TH 350 TH Teaching	3 credits
TH 495, 498, or 499 Senior Project (internship, GIS, or practicum)	3 credits
One of the following courses for	3 credits
EQ 342 Form to Function	3 credits
EQ 350 Horse Science	3 credits

Two upper level courses in Sports Studies, Education, or Psychology for a total of 6 credits
Both courses must be taken from the same area.

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Choose:

SS 402 Exercise Physiology	3 credits
SS 325 Kinesiology and Biomechanics	3 credits
Or Two Education courses (Education Psychology, Exceptional Child, etc.)	6 credits
Or Two Psychology courses (Social Psychology, Organizational Behavior, etc.)	6 credits

Capstone Requirements	5 credits
TH 465 Therapeutic Horsemanship Issues and Ethics	3 credits
TH 466 Survey of Specialties in Therapeutic Horsemanship	2 credits

* A minimum of 2 PE riding classes from PE 261-263, and the student needs to be prepared to pass the riding proficiency test for PATH International instructor certification
Must be certified in CPR and First Aid to apply for and retain instructor certification through PATH International.

Students must pass the PATH International registered level certification riding test by the end of their junior year. Requests for an exception to this deadline must be submitted in writing to the Equine Studies Department Chair for approval.

Minor in Therapeutic Horsemanship	20-22 Credits
Required Courses:	20 Credits

EQ 255 Stable Management	3 credits
EQ 256 Stable Management Experience	1 credit
TH 155 Introduction to Therapeutic Horsemanship	1 credit
TH 246 Therapeutic Horsemanship Principles and Concepts	3 credits
TH 268 Training the Therapeutic Riding Horse	2 credits
TH 346 Advanced Techniques in Therapeutic Horsemanship	4 credits
TH 347 TH Program Management: Administration	2 credits
TH 348 TH Program Management: Teaching	3 credits
TH 350 TH Teaching	1-4 credits

Electives:

TH 465 Therapeutic Horsemanship Issues and Ethics	3 credits
TH 466 Survey of Specialties in Therapeutic Horsemanship	2 credits

Minor in Equine Studies	21 .5 Credits
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Learning Outcomes:

1. Students will demonstrate and apply critical thinking and problem solving skills as they relate to the care and management of equines
2. Students will integrate a sound knowledge of basic equitation, an understanding of lesson structure and content, and adherence to standard safety procedures to design and implement progressive lessons
3. Students will integrate basic theory of equitation with specialized knowledge from either hunter seat, dressage, western, or natural horsemanship.

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Required Courses for the Minor in Equine Studies: 13.5 Credits

TH 155 Introduction to Therapeutic Horsemanship	1 credit
EQ 255 Stable Management	3 credits
EQ 256 Stable Management Experience	1 credit
EQ 248 Basic Riding Instructor	1.5 credits
EQ 257 BRI Skills Practicum	1 credit
EQ 342 Form to Function: Principles of Horse Judging	3 credits
EQ 350 Horse Science I	3 credits

Additional Requirements: 8 Credits

One of the following courses: 3 credits

EQ 246 Introduction to Management of Equine Operations **or**
EQ 340 Equine Business Management **** depends on major and prerequisites**
EQ 249 History and Theory of Modern Riding

One of the following courses: 3 credits

EQ 275 Riding Instruction Practicum 1 to 3 credits
EQ 375 Adv. Riding Instruction Practicum 1 to 3 credits
EQ 225/325/425 Topics in Equine Studies 3 credits
EQ 420 Equine Nutrition
EQ 422 Horse Science II
EQ 3/498 GIS
EQ 3/499 Practicum

Two credits from the following courses: 2 credits

EQ 280 Natural Horsemanship
PE 202 and PE 262 Intercollegiate Equitation or Equitation III

Department of Interdisciplinary Studies

Chairperson: Dr. Edna Ann Loftus

Major in Interdisciplinary Studies, B.A.

Mission: Department of Interdisciplinary Studies

In support of the mission of the University, the purpose of the interdisciplinary studies major is to permit students to profit from the study of the full breadth of a liberal arts and sciences curriculum, as an end in itself as well as to complement and provide a context for the study of a particular discipline. The major may draw on courses in the natural and health sciences, mathematics, fine arts, humanities, and the social sciences. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of human nature and self-expression. Intellectual, cultural, social, political, scientific, artistic, literary, and religious interactions and influences within a given era and from age to age may be studied. Depth of knowledge and understanding is gained through progressively advanced study in several disciplines, rather than in a single

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discipline.

Learning Outcomes: Interdisciplinary Studies

The major in Interdisciplinary Studies is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators. Learning outcomes and a statement of purpose are developed for each individual contract. However, there are three learning outcomes common to all Interdisciplinary Studies majors:

#1 Successful oral presentation and defense of a final integrative paper before a committee of faculty members from the selected academic disciplines

#2 Demonstration of a satisfactory level of knowledge in each of the selected academic disciplines (minimum of three)

#3 Ability to synthesize material from at least three academic disciplines to satisfactorily address the topic selected by the student

Major in Interdisciplinary Studies

45-56 credits

A student has two options for pursuing a major in Interdisciplinary Studies:

1. The student may choose to pursue a faculty-designed program of study, such as Asian Studies, which has already been approved by a Department Chair and the Curriculum and Assessment Committee;
- OR**
2. The student may develop an individualized program of study (contract) in accord with the requirements governing the Interdisciplinary Studies major.

If a student selects the individualized option, (a) the student will secure the agreement of a faculty member from one of the proposed disciplines to serve as lead advisor; (b) in consultation with the lead advisor, a proposed program of study including learning outcomes and a specific list of courses is developed around a unifying theme or concept; (c) the agreement of faculty in the other participating disciplines is secured; (d) the review and approval of the Chair of Interdisciplinary Studies is secured.

The contract may include X99 Guided Independent Studies courses, X98 Research Practica, and X95 Internships. Internships are strongly suggested. The major in Interdisciplinary Studies may not be combined with any other major or minor.

Basic Requirements for Student-Initiated Interdisciplinary Studies Majors 45-56 credits

Required Courses

Approved Courses from the First Academic Discipline 12 credits minimum
Approved Courses from a Second Academic Discipline 12 credits minimum
Approved Courses from a Third Academic Discipline 6 credits minimum
IDS 401 Senior Experience in Interdisciplinary Studies 1 credit

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*Approved Electives – supportive of the theme of the major (or additional credits in one or more of the major disciplines) 14 – 25 credits

Additional Requirements

1. The program of study must consist of a minimum of 45 and a maximum of 56 credits.
2. At least two academic advisors, from two different disciplines, are required. The lead advisor will serve as the “advisor of record.”
3. A minimum of 25 of the total credits for the major must be earned at the St. Andrews Campus.
4. Of the 24 upper level credits required of the major, a minimum of 16 upper level credits must be completed at the St. Andrews Campus.
5. **Interdisciplinary Studies proposals and contracts must be approved by the faculty in the appropriate disciplines and by the Interdisciplinary Studies Department Chair no later than the end of the drop/add period for the semester preceding a student’s graduation semester.**
6. IDS 401 Senior Experience in Interdisciplinary Studies is required of all Interdisciplinary Studies majors. This course is to be taken in the final semester of the senior year.
7. From approved courses at the 100-200 levels 21 credits
8. From approved courses at the 300-400 levels 24 credits

BA in Interdisciplinary Studies with a Concentration in Pre-Doctor of Physical Therapy
65 credits

The Pre-Doctor of Physical Therapy concentration is designed to provide students interested in the Physical Therapy profession with a clearly delineated undergraduate curriculum which meets all the course requirements for admission to graduate Physical Therapy programs. The curriculum design follows the recommendations of the American Physical Therapy Association (APTA), the Commission on Accreditation in Physical Therapy Education (CAPTE) as well as the Physical Therapist Centralized Application Service (PTCAS) guidelines.

Student Learning Outcomes for the Concentration:

Upon completion of the Pre-DPT concentration, students will:

1. Demonstrate proficiency in biological science with an emphasis on the structure and function of the human body
 2. Understand scientific methodology and be able to employ this methodology in a variety of practical settings
 3. Demonstrate basic knowledge of chemical principles
 4. Be introduced to the structure and management of the American healthcare system
 5. Develop basic management and leadership skills applicable to the healthcare professions
 6. Develop basic research skills applicable to the healthcare professions
 7. Complete a research project which includes 15- 20 volunteer hours in a clinical setting meeting APTA standards*
- possible locations in Laurinburg for these hours would include Scotland Memorial Hospital, Scotia Village, Home Health Services, SAU athletics (working with trainers); students might also complete volunteer hours during the summer at other locations. Required volunteer hours for admission to graduate programs in Physical Therapy vary considerably. Students will be advised to review carefully the requirements for particular programs of interest.
 - **REQUIRED COURSES**
 - **Life Sciences (24 credits)**

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- BIO 201 Concepts in Biology I (4 credits)
- BIO 204 Concepts in Biology II (4 credits)
- BIO 1xx Medical Terminology (2 credits)
- BIO 221 Human Anatomy and Physiology I (4 credits)
- BIO 222 Human Anatomy and Physiology II (4 credits)
- SS 325 Kinesiology and Biomechanics (3 credits)
- SS 402 Exercise Physiology (3 credits)
-
- **Physical Sciences (16 credits)**
- CHE 210 and CHE 210 Lab Essential Concepts of Chemistry (4 credits)
- CHE 215 and CHE 215 Lab Introduction to Structural Inorganic Chemistry (4 credits)
- PHY 201 College Physics I (4 credits)
- PHY 202 College Physics II (4 credits)
-
- **Healthcare Services Administration (12 credits)**
- HSA 301 Healthcare Setting Analysis (3 credits)
- HSA 310 Research Methods in Health Science (3 credits)
- HSA 415 Leadership in Healthcare (3 credits)
- HSA 450 Risk Management in Healthcare (3 credits)
-
- **Other Requirements (13 credits)**
- MAT 225 Introductory Statistics (3 credits)
- SS 375 Topics in Sport and Recreation: Sport Nutrition (3 credits)
- PSY 335 Organizational Behavior (3 credits)
- IDS 401 Capstone Research Project (4 credits)
-
-
- Total Credits: 65
- Lower Level Credits: 37
- Upper Level Credits: 28

Honors in Interdisciplinary Studies

Students who meet the institutional requirements of a 3.00 cumulative grade point average on all work attempted, a 3.30 or better in major courses, and the recommendation of faculty in the disciplines of their contract may pursue Honors in Interdisciplinary Studies. These students will complete at least two courses (minimum 4 credits) of approved independent study related to the focus of their interdisciplinary contract culminating in an Honors level thesis or project to be evaluated by faculty from the disciplines represented in the major.

Liberal & Creative Arts Division

Chairperson: Dr. David Herr

Departmental Minors (interdisciplinary; drawing on several of the disciplines in the department)

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Minor in Creative Studies
Minor in Cultural Studies
Minor in Gender Studies
Minor in Leadership Studies

Communications

Major in Communication Studies (B.A.)
Minor in Communication Studies

English and Creative Writing

Major in English and Creative Writing (B.A. or B.F.A.)
Minor in English Literature
Minor in Creative Writing

Foreign Languages

Foreign Language courses are available, but there is no major; **the Spanish minor is suspended for 2018-19.**

History

Major in American History (B.A.)
Major in European History (B.A.)
Major in History (American or European) with a concentration in Public History (B.A.)
Major in Social Science with a concentration in Politics (B.A.) **Major Suspended for AY 2018-19**
Minor in History
Minor in Public History
Minor in Social Science, Politics emphasis; **Minor Suspended for AY 2018-19**

Philosophy

Philosophy courses are available, but there is no major or minor.

Philosophy and Religious Studies

Major in Philosophy and Religious Studies (B.A.)
Minor in Philosophy and Religious Studies

Visual and Performing Arts

Major in Visual and Performing Arts with a concentration in Studio Art (B.A.)
Major in Visual and Performing Arts with a concentration in Game Art and Design (B.A.)
Minor in Music
Minor in Studio Art

The Liberal and Creative Arts Division comprises programs of study in art, communications, creative writing, English, foreign languages, history, western literature, music, politics, philosophy, religious studies, and theatre arts.

Departmental Minors (interdisciplinary; drawing on several disciplines in the department)

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Minor in Creative Studies

31 – 32 credits

Coordinator: Professor Stephanie McDavid

The Creative Studies minor provides students with the opportunity to engage the creative process through a variety of media, including studio art, creative writing, music, and theatre.

Learning Outcomes for the Creative Studies Minor

Students completing the Creative Studies minor will:

1. put theory into practice in the creation of original work
2. demonstrate familiarity with the history and heritage of Western tradition in the arts
3. acquire competency with the tools and techniques associated with producing creative work

Requirements for the Creative Studies Minor

Art Area:

Required Courses:

ART 120 Art History I	1.5 credits
ART 121 Art History II	1.5 credits
ART 361 Seminar in Modern Art	1.5 credits
One of the following: ART 146, ART 147, or GAM 100	3-4 credits

Creative Writing Area:

Required Courses:

CW 221 Introduction to Creative Writing	3 credits
One CW Topics course: CW 220	1.5 credits
Two upper level CW workshops: CW 413 and CW 432	6 credits

Theatre Area:

Required Course:

THE 181 Production Experience

Music Area:

Required Courses:

MUS 110 Music Fundamentals	3 credits
MUS 365 Selected Topics in Western Music	3 credits

One of the following: MUS 115, MUS 120, MUS 130,
or three credits of ensemble (Choir and/or Bagpipe) 3 credits

Senior Capstone:

A 2 credit Research Practicum at the 498 level is required. The creative discipline will be determined by the student and his or her academic advisor.

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Minor in Cultural Studies

21 credits

Coordinator: Dr. David Herr

The Cultural Studies minor will allow students to explore and recognize connections among the various facets of Western culture.

Learning Outcomes for the Cultural Studies Minor

Students completing the Cultural Studies minor will:

1. gain familiarity with the history and heritage of Western traditions in the visual arts.
2. gain familiarity with a range of music from the Western tradition
3. gain familiarity with representative works and authors from the Western literary tradition
4. develop an awareness of the importance of the past for its own sake and for its use in the present and future
5. become politically better informed persons
6. be able to make connections among the various facets of Western culture

Required Courses for the Cultural Studies Minor

ART 120/121 Art History I and Art History II	3 credits
MUS 256 Introduction to Music Literature	3 credits
ENG 209, or ENG 211, or ENG 241, or LIT 210	3 credits
HIS 201, or HIS 202, or HIS 214, or POL 201, or POL 211	3 credits
Three upper level (300 or 400) credits in ENG, RST, or PHI	
Three upper level (300 or 400) credits in HIS	
Three upper level (330 or 400) credits in POL	

Minor in Gender Studies

Faculty Contacts: Asst. Professor Betsy Dendy and Dr. Edna Ann Loftus

Mission

The mission of the gender studies curriculum is to emphasize the past and present roles of gender in various social contexts (economic, political, religious, etc.) and across multiple disciplines. The gender studies minor is an interdisciplinary minor taken along with a disciplinary major. Gender studies courses offer students a chance to develop the skills necessary to analyze and to explore the ways in which gender defines who we are, how we are perceived, and how we are taught to perceive ourselves. Students choosing this course of study are encouraged to view the study of gender and sexuality within larger discussions of race, ethnicity and nationality in comparative and global contexts.

Learning Outcomes

Upon completion of the Gender Studies Minor, students should be able to:

1. critically analyze gender roles and how they are shaped by social, economic, religious, political and

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- scientific influences.
2. demonstrate knowledge of the history of the women's movement and the feminist theories developing in conjunction with it.
 3. demonstrate how the information from optional or concentration area courses relates to the larger concepts of gender studies.
 4. synthesize the insights from all minor coursework into a quality senior thesis project focused on an area of personal interest.

Minor in Gender Studies

18 hours minimum

A minor in Gender Studies requires a minimum of 18 credit hours. Half of the credit hours must be taken as upper level courses (300-400 level).

In addition to fulfilling major requirements students must take the following:

GS 101 Introduction to Women's and Gender Studies	3 credits
GS 200 Feminist Theory	3 credits
GS 400 Senior Thesis Project	1-3 credits

Students will complete the requirements for the minor by selecting courses from either or both of these categories: 1) courses already in the catalog that are clearly appropriate such as those listed below, and 2) courses for which a concentration area in a gender-related topic is approved.

Examples of appropriate catalog courses:

GS 301 Topics in Gender Studies	3 credits
PSY 380 Psychology of Gender	3 credits
ENG 379 Women Writers	3 credits
HIS 214 Topics in American History: Women's History	3 credits

Concentration Area Courses: Students will also have the opportunity, with the approval of the instructor and upon the completion of a petition process, to focus their studies in other courses on issues related to gender. Possible options include an emphasis on ecofeminism, gender and psychology, feminist perspectives in science, and gender in art.

Internships

Students are encouraged to participate in an internship program focusing on gender issues and to begin to consider these issues in light of larger issues of social justice. Suggestions for internships include: Office for Women at General Assembly Offices of the PC (USA), Domestic Violence Shelter, etc.

International Experience

Students are strongly encouraged to take advantage of faculty-led international travel opportunities that are relevant to the course of study and to attend conferences discussing gender issues.

Minor in Leadership Studies

22 – 25 credits

Coordinator: Dr. David Herr

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Learning Outcomes for the Leadership Studies Minor

Students will learn:

1. a variety of leadership styles
2. methods of evaluating leadership effectiveness
3. ethical issues encountered by leaders
4. ways of effectively relate to and lead a diversity of persons

Requirements for the Leadership Studies Minor

The minor in Leadership Studies will be a contract minor of 22-25 credits within the following parameters:

1. An introductory course in leadership studies 1.5 or 3 credits
2. At least two courses emphasizing creativity and skill acquisition 6 or 7 credits

Possible courses from current departmental offerings include:

- ART 146 2-D Design
- GAM 100 Game Art Foundations
- POL 323 Conflict Resolution
- COM 227 Topics in Communication

3. At least two courses focused on the study of diversity 6 credits

Possible courses from current departmental offerings include:

- WS 101 Introduction to Women's and Gender Studies
- HIS 314 The History of Bad Behavior
- AS 101 or AS 102 Asian Studies
- HIS 248 African American History Survey

Students in the Leadership Studies minor will be encouraged as part of their minor to take advantage of study abroad programs in Ecuador, China, Italy, and/or India

4. At least two courses providing examples of effective and ineffective leadership 6 credits

Possible courses from current departmental offerings include:

- ENG 322 Shakespeare's Tragedies
- HIS 314 The History of Bad Behavior
- HIS 356 The Second World War and the Holocaust in Europe OR
- HIS 357 The Second World War: Asia and the Pacific
- *HIS 334 The American Civil War and Reconstruction
- POL 304 Democracies

5. For qualified students an internship 2 to 4 credits

6. A capstone experience 1 to 3 credits

- A synthesizing project in which the student in the minor reflects on leadership

Major in Communication Studies

34-36 Credits

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The St. Andrews Campus offers a four-year BA in Communication Studies that seeks to balance critical thinking, media theory, writing and verbal/interviewing/public relations skills commensurate with both traditional media markets and today's emerging convergence media forms. Students will study the foundations of communications learning—i.e. journalistic/media/research writing, legal/ethical media issues and media theory—and use that learning in traditional forms of media as well as online and digital media. In the process, students will create content for both print and digital publications and learn marketing media and public relations.

Learning Outcomes:

1. Students will have basic written, oral communication, and presentational skills that will strengthen personal and professional relationships.
2. Students will be empowered to use their minds, voices and bodies as tools of creativity.
3. Students will be adept at collaborating and working in team situations to solve problems and accomplish goals.
4. Students will demonstrate an understanding and basic competency across a broad range of Communications studies.
5. Students will demonstrate the ability to use current technology to effectively plan, organize, collect and analyze research.

B.A. Major in Communications Studies

34-36 credits

Lower Level Requirements

21 credits

COM 101 Introduction to Mass Communications
COM 122 Interpersonal Communication
POL 201 Introduction to American Government
HIS 201 American History Survey I
One THE course for 3 credits

Choose two of the following courses:

COM 223 Sports Reporting
COM 226 Equine Journalism
COM 227 Topics in Communications

Upper Level Requirements

13-15 credits

COM 327 Advanced Topics in Communications
COM 346 Media Law and Ethics
COM 454 Communications Practicum
COM 460 Contemporary Communications Practices
COM 470 Senior Seminar in Communications

Minor in Communication Studies

18 credits

Learning Outcomes:

Minors in Communication Studies will be expected to:

1. Design effective communications through ideas used within the discipline.
2. Employ critical thinking to address challenges within the context of Communication Studies.
3. Students will demonstrate an understanding and basic competency across a broad range of Communications studies.

Required Lower Level Courses:

9 credits

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COM 101	Introduction to Mass Communications
COM 122	Interpersonal Communication
POL 201	Introduction to American Government
HIS 201	American History Survey I

Required Upper Level Courses:

9 credits

COM 327	Advanced Topics in Communications
COM 346	Media Law and Ethics
COM 470	Senior Seminar in Communications

English and Creative Writing

The mission of the major in English and Creative Writing is to cultivate an understanding of literature as an expression of human values and experiences, to foster an appreciation of the English language as a vehicle for imaginative, informative, and persuasive expression, and to develop skills of expository and creative expression, critical and analytical reading. The major offers students a course of study in American and English literature which emphasizes central authors, movements, and literary genres from the medieval to the modern periods. The major also prepares students to enjoy the art and craft of imaginative writing as a fulfilling vocation or avocation through a rich exposure to the genres of poetry, fiction, drama, and narrative nonfiction.

Shared Learning Outcomes: English and Creative Writing

Upon completion of the major in English and Creative Writing, students will be expected to:

1. Demonstrate familiarity with significant works and authors representing the diversity and scope of the Western literary tradition;
2. Demonstrate an understanding of the defining characteristics of at least two major literary genres: poetry, fiction, drama, and narrative nonfiction;
3. Understand and apply a variety of critical methodologies to the analysis of literary texts; and
4. Demonstrate the ability to apply their skills in an appropriate pre-professional context.

Major in English and Creative Writing (B.A. or B.F.A.)

35-37 Credits

All students intending to complete the major in English and Creative Writing will complete the following core courses:

Required Courses:

15 Credits

ENG 209 Survey of American Literature	3 credits
ENG 211 Masterpieces of English Literature	3 credits
ENG 278 Introduction to Critical Analysis and Literary Theory	3 credits
ENG 221 OR ENG 322 Shakespeare's Comedies or Shakespeare's Tragedies	3 credits
CW 221 Introduction to Creative Writing	3 credits

Students will choose to follow either a concentration in English Literature for the B.A. degree or a concentration in Creative Writing for the B.F.A. degree.

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Learning Outcomes: English Literature concentration:

Upon completion of the concentration in English Literature students will be expected to:

1. Identify and discuss the central characteristics and innovations of important literary movements;
2. Write essays on literary topics which demonstrate mastery of clear expository prose;
3. Demonstrate skills in undergraduate research and MLA documentation style; and
4. Demonstrate a commitment to the life-long enjoyment of literary texts and traditions through the development of an annotated reading list.

Requirements for the concentration in English Literature (B.A.)

35–37 Credits

Core Requirements:

15 credits

ENG 209 Survey of American Literature	3 credits
ENG 211 Masterpieces of English Literature	3 credits
ENG 278 Introduction to Critical Analysis and Literary Theory	3 credits
ENG 221 or ENG 322 Shakespeare’s Comedies or Shakespeare’s Tragedies	3 credits
CW 221 Introduction to Creative Writing	3 credits

English Literature Requirements:

20 - 22 credits

Two upper level British literature courses	6 credits
Two upper level American literature courses	6 credits
Two additional upper level ENG courses	6 credits
An internship, practicum, or guided independent study	1-3 credits
ENG 453 Senior Portfolio and Review	1 credit

Honors in English

A major may receive “Honors in English” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all courses and a 3.3 or better in courses in English.
2. Completing six (6) credits of work on an honors thesis or project, including ENG 497 (academic honors), with a grade point average of 3.3 or better.
3. Completing and successfully defending a thesis or project in a comprehensive oral examination before an examining committee composed of at least one member of the English program, one faculty member outside the program, and one additional outside examiner.

Minor in English Literature

19 Credits

Learning Outcomes:

Upon completion of the minor in English Literature, students will be expected to:

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1. Demonstrate a basic familiarity with significant works and authors representing the diversity and scope of the Western literary tradition.
2. Write essays on literary topics which demonstrate mastery of clear expository prose.
3. Demonstrate a commitment to the life-long enjoyment of literary texts and traditions through the development of an annotated reading list.

A minimum of 19 credits is required for the minor in English Literature.

Students must complete a minimum of 9 credits in ENG or LIT at the 200-level, including **two** of the following core courses:

ENG 209 Survey of American Literature	3 credits
ENG 211 Masterpieces of English Literature	3 credits
LIT 210 Classics of Western Literature	3 credits

Students must complete a minimum of 10 credits in ENG at the 300-400 level, including ENG 453 Senior Portfolio and Review 1 credit

Learning Outcomes: Creative Writing concentration:

Upon completion of the concentration in Creative Writing students will be expected to:

1. Put theory into practice in the creation of original work in at least two areas, selected from poetry, fiction, drama, and narrative nonfiction;
2. Develop and articulate a personal theory of writing;
3. Produce a significant, original manuscript of creative work which reflects a personal theory of writing;
4. Submit their original work for publication in accordance with the guidelines of the literary profession; and
5. Demonstrate skill in some aspect of the editing, publication, or public presentation of creative work.

Requirements for the concentration in Creative Writing (B.F.A.):	36-38 Credits
Core Requirements:	15 credits

ENG 209 Survey of American Literature	3 credits
ENG 211 Masterpieces of English Literature	3 credits
ENG 278 Introduction to Critical Analysis and Literary Theory	3 credits
ENG 221 or ENG 322 Shakespeare's Comedies or Shakespeare's Tragedies	3 credits
CW 221 Introduction to Creative Writing	3 credits

Creative Writing Requirements:	21 -23 credits
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ENG 250 Poetry of the 20 th Century	3 credits
Two Creative Writing Topics (CW 220) courses	3 credits
Two upper level Creative Writing workshops	6 credits
One upper level course in ENG, CW, RST or PHI	3 credits
An internship or practicum	1-3 credits

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CW 479 Thesis and Presentation*	4 credits
CW 480 Publication	1 credit

*Thesis and Presentation: Students completing the Creative Writing concentration for the B.F.A. degree will submit a thesis of imaginative work and an essay on a personal theory of writing. Students will also participate in an oral defense of the thesis before a committee of three faculty members. The thesis itself may be in one or several genres; that is, a student could submit a thesis that combines poetry and fiction or combines narrative nonfiction and drama.

Poetry: 20-30 pages
Fiction: 30-40 pages
Creative Nonfiction: 30-40 pages
Drama: 25-35 pages
Theory of Writing: 6-10 pages

Minor in Creative Writing **18 credits**

Upon completion of the Creative Writing minor, students will be expected to:

1. Demonstrate an understanding of the defining characteristics of at least two major literary genres: poetry, fiction, drama, or narrative nonfiction;
2. Put theory into practice in the creation of original work in at least two areas, selected from poetry, fiction, drama, and narrative nonfiction.

A minimum of 18 credits is required for the minor in Creative Writing. Students must complete at least 9 credits in CW or ENG at the 200-level. Required core courses for the minor include:

CW 221 Introduction to Creative Writing	3 credits
ENG 250 Poetry of the 20 th Century	3 credits

And

One of the CW 220 Topics courses:	1.5 credits
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Students must complete 6 credits from the following workshop courses:

CW 413 Writing Poetry	3 credits
CW 432 Writing Prose	3 credits

Students must complete at least 3 additional credits in CW or ENG at the 300-400 level.

Foreign Languages

The Mission of the Foreign Language curriculum is to provide students with a balanced and well-sequenced selection of courses that will permit them to develop a communicative ability using all of the major tenses and forms of the target language, to increase cross-cultural awareness, and to build a significant active and passive vocabulary appropriate to a wide range of practical, daily-life situations. While classroom work includes the four key skills of

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reading, writing, listening, and speaking, there is a special emphasis on development of the student's listening comprehension and speaking abilities.

Learning Outcomes: Foreign Languages

Three learning outcomes have been identified for students studying a language:

1. Students will acquire skills in speaking, listening comprehension, reading and writing in the target language.
2. Students will understand and be able to use the common grammatical structures of the language.
3. Students will acquire a vocabulary that is applicable to daily life events and activities.

Minor in Spanish (Suspended for AY 2018-19)

18 Credits

A minor in Spanish consists of at least 18 credits in the language, of which at least 9 credits must be at or above the 300 level.

The minor must include:

- One composition and/or conversation courses
- One civilization/culture course
- One literature course

Sample Minor in Spanish: Spanish: 151, 152, 220, 251, 325, 331, 351

History

The History program offers a course of study with emphases in European history, American history, and public history. Upon declaring the major a student will develop a contract for the course of study in consultation with faculty in the program. There are, in addition to the primary emphases, many possible areas of focus including graduate school preparation, pre-law, history for journalism, history for international studies, American Studies, the American South, American Slavery, American Women's History, history for government service, history for divinity services, history for mass communications, and history for careers in business. Other thematic contracts are possible with department approval.

Students in history courses will:

1. Develop an appreciation for history as an interpretive process.
2. Improve their ability to express critical ideas using historical evidence.
3. Gain an appreciation for the importance of context and perspective in historical analysis.
4. Develop competent written expression of historical interpretation.
5. Discern ways to translate their skills in history for a wide range of career possibilities.

Major in History or Public History, B.A.

36 Credits

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A standard major in all the concentrations consists of 36 credits. A student must take a minimum of twelve credits at the 200 level that includes HIS 201 or HIS 202. Students must take a minimum of 18 credits at the 300-400 level and up to an additional six credits to fulfill the seminar sequence or the appropriate honors sequence. The seminar sequence requires HIS 325 and HIS 425 or HIS 491 and HIS 497 for honors completion. The Public History emphasis has requirements in addition to those mentioned above: Students must take HISP 225 Introduction to Public History, ART 120 Art History I and/or ART 121 Art History II, CHE 151/151L The Chemical Basis of Everyday Phenomena, FOR 210 Introduction to Forensic Science. Students must also complete either a practicum in Library and Archival Science (Requires special arrangement with the Library faculty) or a GIS experience or Internship with an approved museum, historic site, or other appropriate public history venue.

Learning Outcomes for the Minor in Social Science (Politics) Suspended for AY 2018-19

Students in Politics courses will:

1. Become politically better informed persons
2. Identify, clarify, articulate, and evaluate personal political values
3. Become knowledgeable global citizens
4. Prepare for careers in such areas as law, public service, private agencies, international organizations, journalism, and education
5. Develop strong communication skills

Learning Outcomes for the Minor in History

1. Develop an appreciation for history as an interpretive process.
2. Improve their ability to express critical ideas using historical evidence.
3. Gain an appreciation for the importance of context and perspective in historical analysis.
4. Develop competent written expression of historical interpretation.

Learning Outcomes for the Minor in Public History

1. Develop the ability to place historical material in appropriate contexts for public interpretation.
2. Possess strong skills in documentation and organization of historical material.
3. Develop an appreciation for history as an interpretive process.

Minor in History or Public History

18 Credits

The History program offers a minor with an emphasis in either history or public history. Students intending to minor in either emphasis complete eighteen credits with a minimum of nine credits at the 200 level and nine credits at the 300-400 level.

Completing a minor in history and public history requires HIS 201 or HIS 202. A public history minor also requires HISP 225.

Learning Outcomes for the Minor in History or Public History

Students will:

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1. Become better informed persons regarding history
2. Identify, clarify, articulate, and evaluate personal historical values
3. Become knowledgeable global citizens
4. Prepare for careers in such areas as law, public service, private agencies, international organizations, journalism, and education
5. Develop strong communication skills

Honors in Politics Suspended for AY 2018-19

A major, upon recommendation by the politics faculty, and upon certification by the Dean of the institution, receive the designation “honors in politics” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.0 or better in all course work, and a 3.3 or better in all politics courses.
2. Satisfactory completion of six credits, three of which are completed in the fall semester and three in the spring semester as Politics 497
3. Completion of a yearlong Honors Thesis on a topic approved by the politics faculty.
4. Achievement of periodic approval for continued work on the Honors Thesis.
5. A successful defense of the Honors Thesis before an examining committee which includes the faculty in politics, one faculty member outside the discipline, and/or an outside examiner.

Honors in History

A major, upon recommendation by the history faculty, and upon certification by the Dean of the institution, may receive the designation “honors in history” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.2 or better in all course work, and a 3.6 or better in all history courses.
2. After successfully completing HIS 325 Junior Seminar with no less than a B course grade such students will, at the invitation of the history faculty, enroll in HIS 491 Honors Seminar during the fall of their senior year.
3. Continuing in the honors program requires the following by the end of HIS 491:
 - a. Approved thesis proposal.
 - b. Demonstration of adequate progress toward completion of the project.
4. The program will consider students meeting these criteria for enrollment in HIS 497, Honors Research.
5. In addition to the successful completion of HIS 491, a student will earn honors in history with successful completion of the following:
 - a. The submission of a thesis which conforms to the history faculty’s Thesis Guidelines manual on or before the designated deadline date. The normal deadline will be three weeks before spring graduation.
 - b. A successful defense before a three or four person defense committee of whom at least two are history faculty. At least one member must be tenured. The Department will arrange and convene this defense committee in consultation with the student.
 - c. The submission of a final copy of the approved thesis which includes: The revision of the thesis as required by the defense committee. A manuscript which meets the preparation rules described by the History Thesis Guidelines manual is required.

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d. Notification by the director of the thesis to the program faculty that the student has met all the above conditions.

Internships: History

The program encourages majors and minors to consider academic internship opportunities in their sophomore and junior years. Internships are particularly helpful for students in public history and politics. Students interested in internships should work with program faculty at least a semester in advance of any intended program of study.

Philosophy and Religious Studies

In support of the mission of the University, the mission of the Philosophy and Religious Studies program in the Department of Liberal and Creative Arts is to expose students to the breadth of ideas and disciplines that constitute the fields of Philosophy and Religious Studies. We seek to help students develop a broad understanding of the historical and contemporary impact of philosophical and religious ideas on human culture and human problems, as well as the logical and critical reasoning skills to take and defend reasoned positions on important philosophical and religious issues.

Learning Outcomes: Philosophy and Religious Studies

The Philosophy and Religious Studies program has the goal of achieving the following principle outcomes for its majors:

1. Students will acquire awareness and critical understanding of the formative religious traditions of human beings in a variety of cultures.
2. Students will acquire awareness and critical understanding of major philosophers and issues in the Western philosophical tradition.
3. Students will become appreciatively critical of their own religious traditions by engaging in a process of formulating their own mature questions and beliefs.
4. Students will become able to develop and defend their own well-reasoned position on one or more important philosophical issues.

Honors in Philosophy and Religious Studies

A major may receive the designation of “Honors on Philosophy and Religious Studies” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all course work and of 3.3 or better in courses in the major;
2. Completing two three-credit guided independent studies with members of the program faculty;
3. Presenting an honors thesis or project on a topic acceptable to the program faculty; and
4. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the program, one faculty member outside the program, and one additional outside examiner.

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B.A. in Philosophy and Religious Studies

31 Credits

Courses in Philosophy and Religious Studies (31 credits at least 18 of which must be at the 300-400 level) Of these thirty-one credit hours:

- Successful completion of one RST course at the 100-level and one PHI course at the 200-level: 6
- Successful completion of three credits from EACH of the following four areas: 12

1. History of Philosophy:

PHI 100 Introduction to Philosophy
PHI 220 Topics in Philosophical Thought (1.5 credits)
PHI 301 The Beginnings of Philosophy
PHI 302 Jewish, Christian and Islamic Philosophy
PHI 303 Modern Philosophy and Scientific Revolutions
PHI 304 Recent Philosophy and Technological Revolutions
PHI 320 Topics in Philosophical Thought (1.5 credits)

2. Religious Traditions:

RST 115 Sin, Sacrifice & Redemption

RST 211 Theological Responses to Contemporary Culture
RST 220 Introduction to the Hebrew Bible
RST 230 Introduction to the New Testament
RST 232 Topics in Biblical Studies
RST 332 Topics in Biblical Studies
RST 340 History of Christian Thought

3. Applied Philosophy:

PHI 212 Ethics
PHI 231 Business Ethics
PHI 240 Topics in Applied Philosophy (1.5 credits)
PHI 246 Environmental Philosophy
PHI 333 Philosophy of Law
PHI 340 Topics in Applied Philosophy (1.5 credits)

4. Religious Thought:

RST 340 History of Christian Thought
RST 345 Foundations of Modern, Western Religious Thought
RST 350 Modern Christian Theology
RST 364 Readings in Historical Theology

Successful completion of Junior Seminar (2) and Senior Seminar (2) 4
Courses selected from list of Philosophy and Religious Studies courses 9

Contract Major in Philosophy and Religious Studies

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In addition to the regular major, the Philosophy and Religious Studies Program offers students options for designing and contracting a major which has an emphasis in some area (or areas) or study the student wishes to relate to philosophy and religion (such as psychology, politics, history, literature, art). Specific courses which define the terms of these contracts are determined by the student in consultation with a member of the Philosophy and Religious Studies Program and with the approval of the chairperson of the Department of Creative and Liberal Arts. The only general requirements are that:

- a. Contracts include a minimum of 18 credits in Philosophy and Religious Studies, at least 9 of which are at the 300-400 level;
- b. Contracts include 30 credits, at least 15 of which are at the 300-400 level;
- c. The student submits with the contract a one-page statement of rationale in which s/he articulates the reasons for including each specified course within a single, comprehensive, contracted major.

Requirements for a Minor in Philosophy and Religious Studies

Requirements for a minor are 18 credit hours in Religious Studies, at least nine of which are at the 300-400 level.

Learning Outcomes for the Minor in Philosophy and Religious Studies

1. Students will become familiar with the terminology and methodology of the discipline of Religious Studies.
2. Students will become appreciatively critical of their own religious traditions by engaging in a process of formulating their own mature questions and beliefs.

Visual and Performing Arts

The Major in Visual and Performing Arts introduces students to the vibrant creative areas of Art, Theatre and Music. Having completed a group of core Visual and Performing Arts courses, a student will pursue a more comprehensive study of either Art or Game Art.

Specialized programs of study can also be contracted between the student and academic advisor. These are custom-designed to serve students with more varied academic or career interests, and may combine elements of a number of disciplines within the Visual and Performing Arts major.

The curriculum of the Visual and Performing Arts major combines a study of the history, theory, and criticism of the chosen discipline with dynamic and rigorous hands-on production experience in media ranging from sculpture, drawing, painting, and ceramics to music and computer art. For majors and non-majors alike, Visual & Performing

Arts courses are designed to develop an appreciation for the history and artistry of these media, the skills to produce professional quality creative work, and the ability to critique effectively one's own work and the work of others.

Students completing the Visual and Performing Arts major will emerge with solid theoretical, critical and practical skills that will position them for post-graduate work or entry into the broad, exciting and ever-evolving arts and media job market.

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Learning Outcomes: Visual and Performing Arts

Upon completion of the Visual and Performing Arts Major, students will:

1. Demonstrate familiarity with the history and heritage of Western traditions in the visual and/or performing arts;
2. Acquire a competency with the tools and techniques associated with the visual and performing arts;
3. Demonstrate the skills to produce creative works at a professional level; and
4. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

Required Courses: 10 Credits

Choose a total of three courses; one course from each approved academic area.

Art	4 credits
Communication	3 credits
Music	3 credits

Major in Visual and Performing Arts with a concentration in Studio Art 49.5 credits

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the Concentration in Studio Art must complete the following required courses: 15.5 Credits

ART 146 or ART 147 2- D Design or 3-D Design	4 credits
ART 120 Art History I	1.5 credits
ART 121 Art History II	1.5 credits
ART 223 Drawing I	4 credits
ART 361 Seminar in Modern Art	1.5 credits
ART 456 Art Portfolio	1.5 credits
ART 457 Senior Show	1.5 credits

The remainder of the concentration in Studio Art coursework (24 credits) is negotiated individually and generally focused on upper and advanced levels of studio work. Students focus on a particular area of emphasis in studio art: drawing, ceramics, painting, and sculpture. At least one-half of the total studio art concentration should be at the 300-400 level. Students are actively encouraged to complete an art internship during the junior or senior year.

Major in Visual and Performing Arts with a concentration in Game Art and Design 65 Credits

In the Game Art and Design major, students will learn the techniques and processes to construct 2D and 3D art assets to be used in the creation of computer games. Students will learn to model, sculpt, and texture from a beginning to an advanced level. Students will use a current game engine to develop playable levels. Students will gain experience in creating advanced character models, building multiple layer textures, lighting and rendering, character rigging, and animation.

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In addition to the 10 credit Visual and Performing Arts Core courses, students pursuing the Concentration in Game Art and Design must complete the following required courses:

GAM 100 Game Art Foundations	3 credits
GAM 203 Modeling I	3 credits
GAM 303 Modeling II	3 credits
GAM 403 Modeling III	3 credits
GAM 202 Textures and 2D Art I	3 credits
GAM 302 Textures and 2D Art II	3 credits
GAM 304 Level Development I	3 credits
GAM 404 Level Development II	3 credits
GAM 306 Animation	3 credits
GAM 406 Character Rigging and Animation	3 credits
GAM 411 Game Project I	3 credits
ART 120 Art History I	1.5 credits
ART 121 Art History II	1.5 credits
ART 146 2D Design (could be satisfied through core requirements)	4 credits
ART 147 3D Design (could be satisfied through core requirements)	4 credits
ART 223 Drawing I	4 credits
ART 323 Drawing II	4 credits
ART 423 Drawing III	4 credits
ART 456 Portfolio	1.5 credits
ART 457 Show/Demo Reel	1.5 credits

Minor in Studio Art

26 credits

Learning Outcomes:

Upon completion of the minor in Studio Art, students will:

1. Demonstrate an acquaintance with the history and heritage of Western traditions in the visual and/or performing arts;
2. Become familiar with the tools and techniques associated with the visual and performing arts at a fundamental level;
3. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

A minor in art consists of eight courses, three of which are 300-400 level courses. It is required that ART 146, ART 147, ART 120, ART 121, and ART 361 be included in the minor as well as three upper level courses in a chosen area of emphasis in studio art.

Minor in Music (18 credits)

The minor in music is offered with a concentration in Piano, Voice, or Bagpipe. Each student seeking a minor in music must demonstrate performance proficiency on their chosen instrument to a faculty committee or demonstrate proficiency either in the classroom or an ensemble prior to completing the minor. Requirements for a minor in music

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are 18 credit hours as indicated. Music minors with a concentration in voice or bagpipe that have little or no piano experience are encouraged to enroll in MUS 115 Piano for Beginners. Students needing to review basic music theory should take and pass MUS 110 Music Fundamentals and then take MUS 212 Basic Musicianship I to begin the theoretical studies that qualify for the minor. Neither MUS 110 nor MUS 115 may be counted towards the 18 credit hours required for the minor.

Learning Outcomes for the Minor in Music

1. Students will appreciate, describe, and experience a wide range of music from the Western tradition.
2. Students will communicate, analyze, and converse with fluency in the written language of music.
3. Students will be competent to a level appropriate to their experience as a solo performer on their chosen instrument and be able to learn new music independently.
4. Students will exhibit musical and interpersonal leadership within the performing ensemble of choice.

Required Courses for the Minor in Music (18 credits):

MLE 103/109 Ensemble (5 credits)
MLE XXX Private Lessons (4 credits)
MUS 212 Basic Musicianship I (3 credits)
MUS 213 Basic Musicianship II (3 credits)
MUS 365 Selected Topics in Western Art Music (3 credits)

Department of Natural & Life Sciences

Chairperson: Dr. John A. Knesel

Biology

Major in Biology (B.A. and B.S.)

Major in Biology with a Specialized Program of Study in Equine Science (B.A. and B.S.)

Major in Biology with a specialization in Biomedical Sciences (B.S.)

Minor in Biology

Chemistry

Minor in Chemistry

Forensic Science

Major in Forensic Science with a concentration in Chemistry (B.A.)

Major in Forensic Science with a concentration in Psychology (B.A.)

Mathematical Sciences

Minor in Mathematical Sciences

Psychology

Major in Psychology (B.A.)

Minor in Psychology

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The Department of Natural and Life Sciences comprises the disciplines of biology, chemistry, forensic science, mathematical sciences, psychology, computer science, and physics, as well as the Pre-Medical Program, and Pre-Veterinary Program.

The institution provides an opportunity to transfer to a number of programs offering the Bachelor's Degree in engineering, including an active transfer program with North Carolina State University. Students who follow the prescribed plan will complete 90 credit hours at the St. Andrews Campus before transferring to an engineering program. Upon completion, students will receive a Bachelor's degree in engineering and a Bachelor of Science degree from St. Andrews, a branch of Webber International University. Interested students should contact a Natural and Life Sciences advisor as soon as possible and before registering for classes to ensure that all course requirements are met.

Mission

The Department of Natural and Life Sciences, consistent with the mission of the University, offers a series of dynamic programs that emphasize hands-on experiences, applications, case studies and real-world problem solving skills, all in the context of an ever-changing and interdependent world. The department provides opportunities for all students to enhance their understanding of the natural and life sciences by providing a student-centered environment focused on teaching the core scientific principles associated with a student's chosen scientific discipline.

Biology

Our mission is to graduate majors who combine a breadth of knowledge in all fields of biology and a specialization of their interest. To meet this goal, we teach our majors a core curriculum in biology that covers the diversity of life and the fundamentals that maintain it. In these central courses, our majors also learn about levels of biological organization from biomolecules and cells through organisms and populations. Upon graduation, we expect our majors to be prepared to start a career, enter a professional program or pursue a postgraduate degree.

Learning Outcomes: Biology

At the time of graduation, our biology majors are expected to:

1. Demonstrate proficiency in biological science commensurate with national undergraduate standards
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field; analyzing data; and formulating hypotheses and drawing conclusions.
4. Demonstrate the ability to solve problems and think critically about scientific topics.
5. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

Honors in Biology

A biology major may a B.A. or B.S. degree in Biology with the designation "Honors in Biology" if he/she:

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1. Makes application for this designation [Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year].
2. Has the project [see below] approved by the Biology faculty.
3. Receives certification from the Dean of the institution and
4. Completes the following requirements:
 - a) Maintains a 3.3 GPA in courses required for the major and a 3.0 cumulative GPA.
 - b) Takes a minimum of 8 credits and not more than 12 credits in independent study (designated as Bio 497 or 499), during at least two regular semesters and earning a GPA of 3.3 or better in each independent of study.

 - c) Completes an Honors Research Thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the empirical results of the independent research project, and discusses the relevant conclusions in the context of the body of preciously published research relating to the topic.
 - d) Presents a seminar on the research of at least 30 minutes duration to all interested members of the learning community
 - e) Defends the Honors Research Thesis in a comprehensive oral examination before all members of the biology department.

Independent Study Opportunities in Biology

Besides the courses described later in this document, the biology faculty offers various opportunities for individualized, independent activities for biology majors. These include Special Studies in Biology, Teaching Practicum in Biology, Guided Independent Study, and Honors Research (see the section above).

1. Special Studies (BIOX90, 1-4 credits each) are courses not regularly taught but which are offered when that unique combination of faculty and student interests suggests that an important learning experience may occur. Since these studies are usually offered above the normal faculty teaching load, class sizes will be small and students will assume greater responsibility for the preparation and conduct of the course. The biology faculty is prepared to teach a wide variety of special studies such as plant and fungal taxonomy, evolution, orchid biology, molecular studies, bioremediation, animal behavior, sensory biology, or aquatic biology.
2. The Teaching Practicum in Biology (BIO X98, 1-4 credits) allows students, especially those preparing to be biology teachers, to gain experience by performing and serving as a teaching assistant in certain biology courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, DAT and MCAT, to enhance their preparation for the biology portions of those tests by working in the tutor/ mentor role in introductory biology courses.
3. The Guided Independent Study (BIO X99, 1-4 credits) is for students interested in research. The student should approach a member of the biology faculty whose research interests match his/her own and inquire about research possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project. After approval by the biology faculty and the division chair, the project becomes an official guided independent study. Upon completion of the project, the student will have

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acquired hands on experience with experimental design, data collection and analysis. With motivation, perseverance (and a little luck), he/she may also have an opportunity to present research at a state or national meeting or add a publication to her/his resume. A guided independent study during the junior year is an excellent way to explore the possibility of honors research (described above) and graduation with honors in the major.

4. With the above opportunities plus regular seminars presented by outside speakers and club activities provided by Tri Beta (the honor society for undergraduate biology students), the Biology Major has an excellent opportunity to carry her/his education beyond the level of conventional classroom activity to whatever level his/her personal skill and motivation allow.

Major in Biology

48-66 Credits

The B.S. degree in Biology allows students (with the properly selected elective courses) to meet admissions requirements for medical school, veterinary school or graduate school in the biological sciences or to enter the work force directly.

The B.A. degree in Biology allows students to prepare for careers, professional schools and graduate schools which do not require the supporting science requirements of the B.S. degree. Since the B.A. degree requires fewer total credits, it provides an excellent opportunity for the student interested in interdisciplinary career to pursue a second major or a minor (such as English, history, politics, art, or business).

B.S. Major in Biology

60-64 Credits

Required Courses:

31 Credits

BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credits
BIO 466 Senior Seminar	1 credits
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credits
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credits
CHE 220 Introductory Organic Chemistry I	3 credits
CHE 220L Introductory Organic Chemistry I Lab	2 credits
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Lab	2 credits

Additional Requirements:

29-33 Credits

One of the following human/animal courses: 4 credits

- BIO 221 Human Anatomy and Physiology I
- BIO 222 Human Anatomy and Physiology II
- BIO 353 Zoology
- BIO 366 Animal Physiology
- BIO 355 Animal Behavior

One of the following plant courses: 4 credits

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BIO 340 Plant Diversity	
BIO 349 Botany	
One of the following microbiology/molecular/cell courses:	3-5 credits
BIO 365 Microbiology	
BIO 452 Cell Biology	
BIO 460 Molecular Biology	
Two additional upper level elective courses from the lists above	8 credits
One of the following mathematics courses	3-4 credits
MAT 225 Introductory Statistics	
MAT 221 Calculus I	
Choose one of the course sets below	6-8 credits
PHY 201/211 Physics I or General Physics I	
PHY 202/212 Physics II or General Physics II	

B. A. Major in Biology	46-48 Credits
Required Courses:	28 Credits

BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credit
BIO 466 Senior Seminar	1 credit
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credit
MAT 225 Introductory Statistics	3 credits

Additional Requirements:	18-20 Credits
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One of the following human/animal courses:	4 credits
BIO 221 Human Anatomy and Physiology I	
BIO 222 Human Anatomy and Physiology II	
BIO 353 Zoology	
BIO 366 Animal Physiology	
BIO 355 Animal Behavior	
One of the following plant courses:	4 credits
BIO 340 Plant Diversity	
BIO 349 Botany	
One of the following microbiology/molecular/cell courses:	3-5 credits
BIO 365 Microbiology	
BIO 453 Cell Biology	
BIO 460 Molecular Biology	
One additional upper level elective courses from the lists above	4 credits
One additional elective from the MAT, CIS, or PSY offerings	3 credits

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B. S. Major in Biology: Specialization in Equine Science **67-71 Credits**
Required Courses: **41 Credits**

BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credit
BIO 466 Senior Seminar	1 credit
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credit
CHE 220 Introductory Organic Chemistry I	3 credits
CHE 220L Introductory Organic Chemistry I Lab	2 credits
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Lab	2 credits
EQ 350 Horse Science I	3 credits
EQ 422 Horse Science II	3 credits

Additional Requirements: **26-30 Credits**
One of the following human/animal courses: **4 credits**

BIO 353 Zoology
BIO 366 Animal Physiology
BIO 355 Animal Behavior

One of the following plant courses: **4 credits**

BIO 340 Plant Diversity
BIO 349 Botany

One of the following microbiology/molecular/cell courses: **3-5 credits**

BIO 365 Microbiology
BIO 453 Cell Biology
BIO 460 Molecular Biology

Two Equine Science courses: **6 credits**

EQ 420 Equine Nutrition
EQ 415 Current Therapies in Equine Internal Medicine
EQ 416 Introduction to Equine Clinical Pharmacology
EQ 417 Equine Orthopedic Lameness

One of the following mathematics courses **3-4 credits**

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MAT 225 Introductory Statistics
MAT 221 Calculus I

Choose one of the course sets below

6-8 credits

PHY 201/211 Physics I or General Physics I

PHY 202/212 Physics II or General Physics II

Major in Biology: Specialization in Equine Science, B.A.

51 -53 Credits

Required Courses:

34 credits

BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology BIO 310 Genetics	3 credits
BIO 380 Junior Seminar	1 credit
BIO 466 Senior Seminar	1 credits
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Lab	1 credit
MAT 225 Introductory Statistics	3 credits
EQ 350 Horse Science I	3 credits
EQ 422 Horse Science II	3 credits

Additional Requirements:

17-19 Credits

One of the following human/animal courses:	4 credits
BIO 353 Zoology	
BIO 366 Animal Physiology	
BIO 355 Animal Behavior	
One of the following plant courses:	4 credits
BIO 340 Plant Diversity	
BIO 349 Botany	
One of the following microbiology/molecular/cell courses:	3-5 credits
BIO 365 Microbiology	
BIO 453 Cell Biology	
BIO 460 Molecular Biology	
Two Equine Science courses:	3 credits
EQ 420* Equine Nutrition	
EQ 415 Current Therapies in Equine Internal Medicine	
EQ 416 Introduction to Equine Clinical Pharmacology	
EQ 417 Equine Orthopedic Lameness	
* This course can be met with an online Animal Nutrition course.	
One additional elective from the MAT, CIS, PSY, TH or EQ 3	

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B.S. Major in Biology: Specialization in Biomedical Sciences 74 credits

This specialization will better equip and more clearly focus those students whose primary interests lie in professional programs, e.g., medical schools, as well as programs in the allied health fields.

Student Learning Outcomes

At the time of graduation, our biology majors with a specialization in biomedical sciences are expected to:

1. Demonstrate proficiency in biological science commensurate with national undergraduate standards.
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field; analyzing data; and formulating hypotheses and drawing conclusions.
4. Demonstrate the ability to solve problems and think critically about scientific topics.
5. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

Required Courses	74 Credits
BIO 111 Medical Terminology	2 credits
BIO 201 Concepts of Biology I	4 credits
BIO 204 Concepts of Biology II	4 credits
BIO 221 Anatomy & Physiology I	4 credits
BIO 222 Anatomy & Physiology II	4 credits
BIO 307 Ecology	4 credits
BIO 310 Genetics	3 credits
BIO 330 Advanced Topics	3 credits
BIO 340 or 349 Plant Biology	4 credits
BIO 365 Microbiology	4 credits
BIO 380 Junior Seminar	1 credit (replaces SAGE 381)
BIO 460 Molecular Biology	4 credits
BIO 466 Senior Seminar	1 credit
Mat 221 Calculus I	4 credits
CHE 210 General Chemistry I	3 credits
CHE 210 L General Chemistry Lab	1 credit
CHE 215 General Chemistry II	3 credits
CHE 215 L General Chemistry Lab	1 credit
CHE 220 Organic Chemistry I	3 credits
CHE 220 L Organic Chemistry I Lab	1 credit
CHE 350 Organic Chemistry II	3 credit
CHE 350 L Organic Chemistry II Lab	1 credit
CHE 365 Biochemistry: Biomolecules	3 credits
CHE 365 L Biochemistry Lab	1 credit
PHY 201 College Physics I	4 credits
PHY 202 College Physics II	4 credits

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Minor in Biology

25-27 Credits

At the time of graduation, our biology minors are expected to:

1. Understand scientific methodology and be able to employ it in a practical setting: Conducting experiments or making observations in the laboratory or field. Analyzing data; and Formulating hypotheses and drawing conclusions.
2. Demonstrate the ability to solve problems and think critically about scientific topics.
3. Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

Students will take the following courses for a Biology minor:

BIO 201 Concepts in Biology I	4 credits
BIO 204 Concepts in Biology II	4 credits
BIO 307 Ecology	3 credits
BIO 310 Genetics	4 credits
BIO 2xx-4xx Biology elective	3-4 credits
BIO 3xx-4xx Biology elective	3-4 credits (upper level)
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Laboratory	1 credit

Chemistry

The Chemistry program, consistent with the mission of the University, offers a rigorous program in both the classroom and the laboratory providing for the curricular needs of the students. The program emphasizes hands-on instrumentation experiences and undergraduate research, enabling participants to successfully prepare for careers as scientists, educators or to enter directly into graduate programs in higher pre-professional learning as well as veterinary or health related studies.

Learning Outcomes: Chemistry

1. Chemistry minors will be able to demonstrate a firm foundation in chemical principles as well as deeper understanding in each of the chemistry sub-disciplines: analytical, organic, inorganic and physical.
2. Minors will demonstrate the ability to use modern instruments and classical techniques to conduct and design experiments.
3. Minors will demonstrate the ability to search and use the chemical literature in both printed and electronic forms.
4. Minors will employ the ability to clearly present chemical data and appropriately interpret scientific results in variety of formats.

Minor in Chemistry

25-26 credits

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CHE 210 Essential Concepts of Chemistry (General Chemistry I)	3 credits
CHE 210L Essential Concepts of Chemistry Laboratory	1 credit
CHE 215 Introduction to Structural Inorganic Chemistry (General Chemistry II)	3 credits
CHE 215L Introduction to Structural Inorganic Chemistry Laboratory	1 credit
CHE 220 Introductory Organic Chemistry	3 credit
CHE 220L Introductory Organic Chemistry Laboratory	2 credit
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introductory Organic Chemistry II Laboratory	2 credits
CHE 315 Analytical Chemistry	4 credits
Plus one additional approved chemistry elective at a 300-400 level	3-4 credits

Independent Study Opportunities in Chemistry

Besides the course described later in this document, the chemistry faculty offers various opportunities for individualized, independent activities for chemistry minors. These include Special Studies in Chemistry, Teaching Practicum in Chemistry, and Guided Independent Study.

1. Special Studies (CHE X90, 1-4 credits each) are courses not regularly taught but which are offered when the unique combination of faculty and student interests suggests that an important learning experience may occur. Examples of such topics are Advances Environmental Monitoring and Interpretation of Spectral Analysis.
2. The Teaching practicum in Chemistry (CHE X98, 1-4 credits) allows students, especially those preparing to be teachers, to gain experience by performing and serving as teaching assistants in certain chemistry courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, DAT, and MCAT, to enhance their preparation for the chemistry portions of those tests by working in the tutor / mentor role general and organic chemistry.
3. The Guided Independent Study (CHE X99, 1-4 credits) is for students interested in research and exploring a specialized topic outside the scope of the normal curriculum. The student should approach a member of the chemistry faculty whose research interests or area of specialty match his/hers own interests and inquire about possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project or appropriate parameters to allow the exploration of a topic. After approval by the chemistry faculty and the department chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired such skills as hands on experience with experimental design, data collection and analysis and literature searches.

Forensic Science

In keeping with the mission of the University and the importance it places on connections, the Forensic Science program emphasizes content and technology drawn from the physical, mathematical, and social sciences. The

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program seeks to prepare students for a broad array of careers in crime laboratories, law enforcement, field collection, and evidence examination. Students gain knowledge of the principles and techniques used in identifying, collecting, and analyzing certain types of crime scene evidence, then they apply their skills to preparing the case for further disposition. Students may choose an area of emphasis in chemistry or psychology.

Learning Outcomes: Forensic Science

1. Majors will have a firm foundation in scientific principles.
2. Students will make effective use of scientific equipment and technology.
3. Majors will be able to accurately identify sources of trace evidence and suggest appropriate analytical techniques.
4. Students will be able to effectively communicate scientific information in oral and written form.
5. Students will understand the importance of ethical conduct in analysis and interpretation of evidence and other information related to criminal investigation.

Internships in Forensic Science

An internship in a law enforcement agency or crime laboratory is strongly encouraged. These experiences help clarify career or educational goals and give the student valuable practical experience. Prospective interns must meet institution-wide requirements and be approved by the appropriate Department Chair.

**B. A. Major in Forensic Science
Required Courses:**

**53-60 Credits
29 Credits**

BIO 201 Concepts in Biology	4 credits
CHE 210 Essential Concepts of Chemistry	3 credits
CHE 210L Essential Concepts of Chemistry Lab	1 credit
FOR 201 Introduction to Forensic Science	4 credits
FOR 401 Crime Scene Investigation/Evidence Collection	4 credits
FOR 402 Microanalysis of Trace Evidence	4 credits

MAT 225 Introductory Statistics	3 credits
POL 231 Introduction to American Law	3 credits
PSY 101 Introduction to Psychology	3 credits

Additional Requirements:

5 Credits:

SAGE 381 Transitions	1 credit
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Chose one of the following Courses:	4 credits
PHY 201 Physics I	
PHY 211 General Physics I	

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Required Courses for the concentration in Chemistry	18 Credits
CHE 215 Intro to Structural Inorganic Chemistry	3 credits
CHE 215L Intro to Structural Inorganic Chemistry Lab	1 credits
CHE 220 Introductory Organic Chemistry I	3 credits
CHE 220L Intro to Organic Chemistry I Lab	2 credits
CHE 350 Introductory Organic Chemistry II	3 credits
CHE 350L Introduction to Organic Chemistry II Lab	2 credits
CHE 315 Analytical Chemistry	4 credits
CHE 365 Biochemistry I: Biomolecules	3 credits
CHE 365L Biomolecules Laboratory	1 credit

Required Courses for the concentration in Psychology	25 Credits
PSY 202 Research Methods	4 credits
PSY 232 Biopsychology	3 credits
PSY 244 Abnormal Psychology	3 credits
PSY 260 Psychology in Legal Contexts	3 credits
PSY 325 Drugs and Behavior	3 credits
PSY 331 Social Psychology	3 credits
PSY 337 Personality Theory	3 credits
PSY 433 Cognitive Psychology	3 credits

Mathematical Sciences Program

The mission of the Mathematical Sciences Program is to enable students to develop critical thinking skills and become effective problem solvers while mastering a broad spectrum of knowledge from the mathematical sciences.

The general student should have the mathematical literacy required for his/her area of study and to function competently in a modern technological society.

The minors' studies focus on the mathematical sciences as both an object of study and a tool for application. Upon completion, students with a minor in mathematics should be prepared for a broad spectrum of professional opportunities, both in careers and in graduate and professional schools.

Learning Outcomes: Mathematical Sciences

Upon completion of a minor in the mathematical sciences:

1. Students will demonstrate understanding of the mathematics that forms the core of the undergraduate curriculum, such as: calculus I and II, multivariable calculus, linear algebra, and differential equations.
2. Students will be able to apply mathematical principles to solve real-world problems.
3. Students will be able to read mathematics and communicate mathematical ideas and information effectively in oral and written reports.

Upon completion of courses in the mathematical sciences used to fulfill General Education requirements:

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1. Students will demonstrate critical thinking skills by being able to use fundamental mathematical principles to solve real world problems effectively in written format.
2. Students will demonstrate an understanding of, and an appreciation for, the limitations of quantitative analysis.

Minor in Mathematics

23-24 Credits

A minor in mathematics consists of MAT 221 and 222, three mathematics courses at the 300-400 level, and one additional course in mathematics or computer and information science.

Required Courses:

MAT 221 Calculus I

MAT 222 Calculus II

MAT 310 Multivariable Calculus

MAT 312 Linear Algebra

MAT 340 Ordinary Differential Equations

Additional Requirements:

One elective course in MAT or CIS 3-4 credits

20 Credits

4 credits

4 credits

4 credits

4 credits

4 credits

3-4 Credits

Psychology

The mission of the Psychology program is to provide students a deeper understanding of the scientific study of Psychology and related behavior, to develop critical thinking skills, to assist in the development of written and oral communication skills, and to guide students in their understanding of ethics.

The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience, and analytical skills learned in their major or minor. The Psychology program provides majors both a breadth of knowledge in a wide range of fields within the discipline of Psychology and depth of knowledge within fields of interest to the student.

Learning Outcomes: Psychology

1. Students will develop a knowledge base in Psychology that includes Cognitive, Developmental, Biological, and Social Psychology. Students will demonstrate knowledge of the major themes, theories, methodology, and research findings in a minimum of these four areas.
2. Students will demonstrate critical thinking and scientific inquiry through interpreting, designing, and conducting psychological research.
3. Students will effectively communicate ideas both orally and in written formats, using the style of the American Psychological Association.
4. Students will demonstrate ethical reasoning through specific theories such as Kohlberg's theory of moral development and through the American Psychological Association's guidelines for ethical research.

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Honors in Psychology

A student majoring in Psychology may receive the designation "Honors in the Major" if she/he:

1. Applies for this designation (Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year).
2. Has the honors project (see below) approved by the Psychology faculty.
3. Receives certification from the Dean of the institution and
4. Completes the following requirements:
 - a. Maintains a minimum of a 3.3 GPA in coursework required for the major and a minimum of a 3.0 cumulative GPA.
 - b. Takes a minimum of 6 credits and not more than 12 credits in independent study (Designated as PSY 498 or PSY 499) with a GPA of at least 3.3 in these courses.
 - c. Completes an Honors Research Thesis that is an APA styled research paper with all appropriate sections. The thesis should present a clear understanding of the technical and theoretical literature relating to the independent research project, contain an original correlational or experimental study with results, and discusses the implications of the research project for theories and other appropriate research.
 - d. Presents an APA styled seminar presentation on the research of at least 30 minutes duration to all interested members of the learning community
 - e. Defends the Honors Research Thesis in a comprehensive oral examination before all members of the Psychology program.

Internships in Psychology

An internship can enhance learning and provide an opportunity to apply and test knowledge in a practical and professional setting. Internships can also help with clarification of educational and personal goals and values. Internships are open to juniors and seniors with a 2.5 GPA or better (both overall and within Psychology) and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies locally, nationally, or internationally. Internships in the Psychology program consist of an academic component as well as site work and should be arranged in consultation with a Psychology faculty member

Major in Psychology, B. A.

46 Credits

Required Courses

33 Credits

BIO 221 Human Anatomy and Physiology	4 Credits
PSY 101 Introduction to Psychology	3 Credits
PSY 150 Orientation to Psychology	1 Credit
PSY 202 Research Methods in Psychology	4 Credits
PSY 232 Biopsychology	3 Credits
PSY 240 Developmental Psychology	3 Credits
PSY 244 Abnormal Psychology	3 Credits
PSY 266 Statistical Methods in Psychology	3 Credits

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PSY 331 Social Psychology	3 Credits
PSY 356 Cognitive Psychology	3 Credits
PSY 494 Senior Capstone in Psychology	3 Credits

Additional Requirements **13 Credits**

Choose one from the following two courses

PSY331L	Social Psychology Laboratory	1 Credit
PSY 356L	Cognitive Psychology Laboratory	1 Credit

Additional credits from Psychology courses **12 Credits**

(a minimum of 9 credits from 300-400 level courses)

Contract Major in Psychology (B.A.) **45 Credits**

For students whose needs are different from the standard major in Psychology, a contract major may be arranged in consultation with the Psychology faculty. A contract major differs from the standard Psychology major in that it combines courses from psychology with courses from related disciplines to build a major that integrates and interdisciplinary theme. Some examples of contract majors include behavioral neuroscience, psychology and business, psychology with pre-law emphasis, psychology and religion, psychology and music, and others as appropriate to the interests and goals of individual students. Contract Majors are open to students enrolled on the main campus, the Sandhills campus, or the SA online program.

Required Courses **32 Credits**

BIO 221 Human Anatomy and Physiology	4 Credits
PSY 101 Introduction to Psychology	3 Credits
PSY 202 Research Methods in Psychology	4 Credits
PSY 232 Biopsychology	3 Credits
PSY 240 Developmental Psychology	3 Credits
PSY 244 Abnormal Psychology	3 Credits
PSY 266 Statistical Methods in Psychology	3 Credits
PSY 331 Social Psychology	3 Credits
PSY 356 Cognitive Psychology	3 Credits
PSY 494 Senior Capstone in Psychology	3 Credits

Additional Requirements **13 Credits**

Choose one from the following two courses

PSY331L	Social Psychology Laboratory	1 Credit
PSY 356L	Cognitive Psychology Laboratory	1 Credit

Supporting course credits which contribute to the theme of the contract (a minimum of 9 supporting credits from 300-400 level courses) 12 Credits (minimum)

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Major in Psychology for the Sandhills and SA Online programs (B. A.) 45 credits

Required Courses 28 Credits

PSY 101	Introduction to Psychology	3 Credits
PSY 202	Research Methods in Psychology	4 Credits
PSY 232	Biopsychology	3 Credits
PSY 240	Developmental Psychology	3 Credits
PSY 244	Abnormal Psychology	3 Credits
PSY 266	Statistical Methods in Psychology	3 Credits
PSY 331	Social Psychology	3 Credits
PSY 356	Cognitive Psychology	3 Credits
PSY 494	Senior Capstone in Psychology	3 Credits

Additional Requirements 17 Credits

An approved Biology class with laboratory 4 Credits

Choose one from the following two courses

PSY331L	Social Psychology Laboratory	1 Credit
PSY 356L	Cognitive Psychology Laboratory	1 Credit

Additional credits from Psychology courses 12 Credits

(a minimum of 9 credits from 300-400 level courses)

Minor In Psychology 21 Credits

A minor in Psychology consists of a minimum of twenty-one (21) credits, including PSY 101, PSY 232, PSY 240, PSY 331, and PSY 356, and six (6) additional credits from psychology courses.

Required Courses: 15 Credits

PSY 101	Introduction to Psychology
PSY 232	Biopsychology
PSY 240	Developmental Psychology
PSY 331	Social Psychology
PSY 356	Cognitive Psychology

Additional credits from Psychology courses 6 credits

(a minimum of 3 credits from 300-400 level courses)

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The English Language Institute

American Language Institute (ALI), Intensive English Program

The American Language Institute (ALI) Intensive English Program offers exceptional English language classes to students from all over the world. The institute is located on the Laurinburg, N.C. campus.

Mission

In keeping with the institution's mission "to offer students programs of study that create a life transforming educational opportunity," the ALI provides a comprehensive program of English language instruction and evaluation to maximize learning and successfully prepare students for studies at U.S. colleges and universities. Students in the ESL program receive a minimum of 18 contact hours each term through coursework, tutoring, and other academic-related opportunities. ALI makes every effort to integrate students into a small campus environment and to provide effective support services as well as facilitate student's use of campus and community resources. The program is also extended internationally to facilitate English language education beyond university campuses and to facilitate the transfer of international students through counseling and evaluation.

Program Overview

ESL/American Language Institute Programs Language Evaluation and Advanced Placement (LEAP)

This program provides opportunities to study the English language and American culture on campuses outside the United States. In addition to language learning activities and programs, courses in critical approaches to American literature and cultural approaches to film are also offered.

English as a Second Language (ESL) Program

Study English in the United States in a small university campus environment. The ESL program provides excellence in language learning and cultural activities to provide skills and orient students to studying on an American university campus. Cohorts in the ESL program also take meaningful excursions and study trips within the region and within the Continental United States. Placement in ESL courses is made through diagnostic evaluation and performance on the institutionally administered TOEFL exam. Typically the program will admit students at the intermediate level of English language proficiency. The minimum score on the iBT is 45.

ESL Program Overview

The university hosts students from various countries who desire to study in the United States. Since many of these international students have varying levels of English proficiency, the University provides a program of study the goal of which is to prepare students for successful academic work at American universities. Primarily for students with some prior English study, the program accommodates students at all levels of proficiency. After taking the institutional TOEFL ESL students can be considered for regular programs if the test results meet admission standards and are approved by ALI.

Activities

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Learning English is more fun when there are interesting activities to share with your new friends at the ALI. Travel to historic places in the region, excursions to scenic destinations, such as the mountains or beach, and museum trips are just some of the activities planned throughout the academic year.

The ALI staff plans events that give ALI students opportunities to learn about life in the United States, both on and off the university campus. Day trips and longer excursions are planned to coincide with the seasons throughout the year; and of course, ALI students are encouraged to participate in all SAU events!

ESL Travel Experience

Each semester ESL students conclude their course work with a meaningful study trip. Additional shorter excursions are included in the program. While traveling, students practice skills acquired in class, develop broader understanding of American culture through first hand experiences and visitation to selected sites. (A modest charge may apply to some of the travel adventures).

Admission to the ESL Program

- Applicants for ESL Program must be a minimum of 18 years of age and have completed high school. Students must have completed some English language instruction prior to attending the program.
- ESL applicants should send the following items:
- Completed application form
- \$35 non-refundable application fee payable to the institution
- Letter from sponsor stating personal responsibility for supporting the applicant along with official letter from the sponsors bank verifying availability of funds

Support Services for International Students

Center for Academic Success: The duPont Center for Academic Success (CAS), located in Pate Hall, is designed to support students in their academic endeavors. It serves as a focal point for student educational support.

The Writing Center: The Writing Center is an excellent, free resource to help students with their writing assignments. It is located on the third floor of the Library and is staffed by well-trained peer tutors who are able to assist with any stage of your assignment. Tutors can help with understanding the assignment, planning/drafting, revising, etc. Hours for the Writing Center are posted in the library and around campus. Students can choose a drop-in session, or make an appointment, or choose to have an online tutoring session via Skype.

ESL Program Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The University reserves the right to make necessary adjustments at any time.

Tuition	\$5,124 per term
Comprehensive fees:	\$4,829 per term
(Includes double room standard residence hall, meal plan 19 meals per week, fees and vehicle registration fee)	

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Health Insurance (estimate)	\$1,500 per term
Tuition and Housing per semester	
Tuition and Comprehensive fees (15 weeks):	\$9,953
Health Insurance (estimate)	\$1,500
Books	\$ 200
Housing Deposit	\$ 250

ESL Course Descriptions

Courses in the ESL program are offered based on the needs of the students in the program and may include the following:

ESL 050 ESL Introduction to English: American Culture

This course is designed to help very limited English proficient students develop oral fluency and accuracy by improving speaking, listening, and pronunciation skills so students can understand and practice basic oral language functions. The course also helps students learn about and adjust to American culture.

ESL 051 Intermediate Listening and Speaking

This course focuses on the spoken communication and active listening skills necessary for college level study. Students practice a variety of listening skills including note taking, comprehension of main idea and detail, inference, and determining viewpoint, genre and/or tone. Speaking topics are designed to allow students to apply the content, language, grammar, and style they have practiced in the classroom.

ESL 081 Reading Academic Themes I

This course will provide students who have some reading knowledge of English with the basic building blocks to enhance their reading skills. Students will develop the skills needed to read and understand a variety of texts. They will also learn techniques and strategies to better understand new vocabulary. This course is used to improve the necessary skills tested on the TOEFL exam.

ESL 096 ESL Composition I

This course will provide students who have some writing skills in English with the basic building blocks of sentence development and paragraph structure. The course is designed to improve writing skills and learn correct English grammar to create clear, comprehensible writing. This course is used to improve the necessary skills tested on the TOEFL exam.

ESL 098 ESL Conversation Practicum

This course emphasizes conversation, pronunciation, idiomatic and aural comprehension skills. It develops fluent and appropriate use of vocabulary and functional expressions in life skills areas as well as the campus environment. It improves pronunciation and the development of basic English patterns of stress and intonation as well as improving listening competency.

ESL 092 English Grammar and TOEFL Open Lab

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Open Lab provides an additional opportunity for ESL students to practice grammar and other skills necessary for success on the TOEFL exam. Students will work with an EI or other tutor in the Center for Academic Success on basic writing and grammatical principles with a focus on sentence structure, grammar rules, mechanics and spelling. Tutors may incorporate drills and practice in the fundamentals of language construction. Practice TOEFL materials will also be available in these sessions.

The Graduate Program

Master's in Business Administration (MBA) Program

MBA Program Director: Dr. Wayne Freeman
Instruction Methods and Strategies

The Graduate Program offers an MBA program that is more academically rigorous than the undergraduate program in business and is focused on more specialized and interdisciplinary knowledge, applied learning, and collaborative teamwork. The program capitalizes on the faculty's ability to focus on proven traditional methods of teaching which integrate the various facets of effective business administration, while utilizing information technology to enhance problem-solving skills.

With classes being taught primarily by Institutional faculty, classes meet on a schedule convenient to the working professional. The program is made available through a four-term format offered annually (Fall, Winter, Spring and Summer). Classes meet from 6:00 to 10:00 p.m. at the SAU Campus in Laurinburg, NC and/or online Live via the Web (synchronous web conferences).

The traditional methods of instruction include course structures that develop analytical skills which stress an interdisciplinary emphasis, participation-based learning through group case studies and exposure to conceptual foundations leading to sound strategies.

Through the Practicum courses, students undertake group-based consulting projects under the guidance of faculty members. These projects provide ample opportunity for students to test theoretical concepts in applied settings. While focusing on the team approach toward solving problems and executing plans, students arrive at optimal solutions to operational and strategic management problems.

The Graduate Program seeks to maintain small class sizes of less than 30 students. At this size, there is ample opportunity for the exchange of ideas between students and the faculty.

Admissions Standards

Information to be Submitted

Admission to the MBA program will be based on both quantitative and qualitative criteria. Applicants should be

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prepared to submit all of the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Application for admission
 - A non-refundable application fee of \$50.00
 - Bachelor's Degree from a regionally accredited college or University (or equivalent preparation from international institutions)
 - Official transcripts from ALL previous undergraduate and graduate work
 - Three (3) letters of reference from academic or professional advisors. Applicants with less than two years of work experience must submit at least one academic reference.
 - A one-page essay stressing professional and personal expectations and goals
- * Résumé
- The Graduate Management Admission Test (GMAT) (as needed)

The student-centered focus of the MBA program begins in the admissions process. Each applicant's experience and academic background will be reviewed as part of the application process. Applicants who have earned either another Master's degree or another professional degree (JD, DVM, etc.) are automatically admitted. Applicants who have a 3.25 GPA or higher in their undergraduate course work and strong backgrounds in business are also automatically admitted without taking the GMAT. Applicants with an Undergraduate GPA of 3.0 and strong evidence of potential success in the program may be admitted without GMAT scores. Applicants who have an undergraduate GPA less than a 3.0 may need to take the GMAT and/or additional course work that add positive indicators for success in the program.

International Applicants

Applicants should be prepared to submit all of the following documentation for consideration by the Graduate Council for acceptance to the MBA programs:

- Application for admission
- A non-refundable application fee of \$75.00
- Bachelor's Degree from a regionally accredited college or university (or equivalent preparation from international institutions)
- Official transcripts from all previous undergraduate and graduate work and Official Test of English as a Foreign Language (TOEFL) scores or an approved substitute for students with undergraduate degrees from Universities whose primary language of instruction is not English
- Three (3) letters of reference from academic or professional advisors. Applicants with less than two years of work experience must submit at least one academic reference.
- A one-page essay stressing professional and personal expectations and goals
- Complete statement of Financial Responsibility and Affidavit of Financial Support (available on-line).
- Résumé
- The Graduate Management Admission Test (GMAT) (as needed)

Campus Contact Information

Admissions Office
St. Andrews University
1700 Dogwood Mile
Laurinburg, NC 28352
910-277-5555
Fax: 910-277-5020

**St. Andrews University,
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mba@sa.edu
www.sa.edu

Director of the MBA Program

St. Andrews University
1700 Dogwood Mile
Laurinburg, NC 28352
910-277-5247
Fax: 910-277-5020
fremanew@sa.edu

Office of the Registrar

St. Andrews University
1700 Dogwood Mile
Laurinburg, NC 28352
910-277-5221
Fax: 910-277-5219
smithda@sa.edu

MBA Preparation

Students with non-business undergraduate majors or whose degrees are older than five years might need to take a few additional courses at the St. Andrews Campus or other regionally accredited institutions to enhance their fundamental understanding of business functions before entering the MBA program.

The suggested pre-MBA foundation courses are:

- A course in Economics
- Two courses in Accounting
- A course in Algebra or Calculus
- A course in Business Statistics
- A course in Computer Applications
- A course in Finance
- A course in Social Science

The Graduate Program reserves the right to evaluate the applicant's potential by conducting a personal interview in addition to all other requirements for admission, if deemed necessary.

Admission Standards

Each applicant will be considered for admission to the MBA program based on a combination of qualitative and quantitative information. Letters of reference, written essays, resume and personal interviews will comprise the qualitative criteria used in considering each candidate's application. With respect to quantitative measures, applications to the MBA program are evaluated based on standardized test scores, (as applicable) and undergraduate grade point averages of the last 60 college credits attempted. The applicant's quantitative and qualitative measures are combined into a formula score which serves to categorize the status of each "accepted" applicant as follows:

I. Honors Acceptance

- A. Need a minimum of 3.5 undergraduate GPA

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II. Regular Acceptance

A. GMAT + Quality Points* > 550

or

B. (GPA *200) + Quality Points* > 650

or

C. GMAT + (GPA *200) + Quality Points * >1,100

or

D. GMAT + Personal Interview > 500

* Quality Points are based on experience, resume, essay references and other factors deemed relevant by the MBA Review Committee.

III. Provisional Acceptance

GMAT + (GPA * 200) + Quality Points = 1,000 – 1,099

A student who is “conditionally accepted” into the Graduate Program is implicitly already on “probation.” Upon entering the program, this student is required to immediately maintain at least a 3.0 cumulative GPA for the first two terms (if taking classes as a full-time student) or 9 credit hours (if taking classes as a part-time basis; whichever comes first). If the student’s cumulative GPA during this immediate probationary period drops below a 3.0, the student is subject to dismissal from the MBA Program at the discretion of the Graduate Council. Once the student has met the two terms / 9 credit hour initial requirement, the student is no longer considered to be subject to the constraints of the “conditional” status. After that point, the “conditionally accepted” student is granted the same opportunity to cure deficiencies as the graduate student under the terms of academic probation.

The COMBINED BS and MBA PROGRAM

This is an accelerated program for the academic achiever to complete both a B.S. or a B.A. degree and an M.B.A. degree in five years. The student must demonstrate superior academic performance by having an overall GPA of 3.50 or better when applying for this program and maintain this GPA going into the senior year.

In accord with policy published elsewhere in this Catalog under Degree Requirements, a minimum of 120 semester credit hours is required for a Bachelor’s degree and a minimum of 36 semester credit hours is required for an MBA degree.

The program is divided into a 3 + 1 + 1 format.

- Three years (Freshman, Sophomore, and Junior) of standard undergraduate work in their major. Upon completing this junior year, all students in the Combined B.S. or B.A. and M.B.A. program must have completed at least 90 credit hours toward graduation at St. Andrews and taken the required prerequisite courses for the M.B.A. Program.
- Qualified students will be allowed to take two graduate courses in their last semester of the senior year. Upon completion of the B.S. or B.A. degree program, if the student is in good academic status with both graduate and undergraduate courses, the

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student is automatically accepted into the M.B.A. program with no MBA application procedure fee.

The student can apply any time during their junior year.

- Prior to the completion of the B.S. or B.A. degree program the student is charged the full time undergraduate tuition. Upon acceptance into the M.B.A. program the student is charged the graduate full time tuition.

College senior students from other institutions, who have 90 credit hours toward graduation when transferred to St. Andrews, can apply. The student's GPA from the other institutions will be taken into consideration with other factors in determining whether to accept the student into the program. For these students, the program becomes a 1 + 1 program consisting of the same senior year and Graduate year as described above.

Graduate Academic Policies

The following policies generally apply to all graduate students. However, students may have additional or modified policies noted in the academic section of the Catalog. Program policies may take precedence.

St. Andrews Community Honor Code

Each member of the learning community shall subscribe to the Community Honor Code: "I promise to be a contributing member of the St. Andrews community and supportive of its mission:

- To be responsible for my choices of behavior,
- To be honest in all of my academic endeavors,
- To be respectful of the property and person of others,
- And to live in harmony with the social and natural environments which sustain this community."

The MBA community of students, faculty, and staff shall abide by the above Community Honor Code and all other aspects of the Academic Integrity policy adopted by the Faculty on September 24, 2014 and detailed elsewhere in this Academic Catalog. In instances related to the MBA program, the Graduate Council will serve in place of the Academic Hearing Committee (AHC) in all cases.

Penalties for violations of the Honor Code are detailed in the MBA Program Guide and typically are more severe than penalties for violations at the undergraduate level.

Expectations of Academic and Professional Behavior

In support of the Honor Code, the following behaviors are expected. Failure to abide by these expectations may result in disciplinary action by the Graduate Council.

- Be accountable for your actions
- Be punctual and attend all classes
- Complete assignments before class and be prepared to participate
- Actively participate in all learning activities
- Notify the professor in advance of any absence
- Make up any work missed due to absence
- Communicate with courtesy and respect
- Do not use laptops and similar devices in class unless approved by the professor

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- Cell phones should be set to “off” or “silent”
- Use social media sites, such as Facebook, LinkedIn, Twitter, etc., effectively to ensure your online presence is professional
- Other behaviors as detailed in individual professor syllabi

Full-time Status / Part-time Status

A student in the Graduate Program of Business who is taking two (2) courses (6 credit hours) per term is regarded as a full-time student. A student taking one course per term (three credit hours) is regarded as a part-time student. Students accepted into the Bachelor/MBA dual degree program are regarded as full-time when taking a minimum of two (2) courses per term.

Transfer Policy

Students who are accepted into the Graduate Program may transfer in no more than 6 credit hours from an MBA program from a regionally accredited college or University. The student must have earned a grade of at least a “B” for each of the classes which are requested to be accepted for transfer credit. Any grade received from another institution will not be included in the St. Andrews Campus grade point average. Additionally, these credits may not take the place of any of the following courses: Practicum I, Practicum II and MBA 685 - Strategic Thinking in Organizations. Furthermore, any MBA course taken from the institution will not be considered for credit toward the MBA degree if the course was taken more than 7 years from the student’s projected graduation date.

Student Academic Status

Each student will be evaluated on the following grading system:

Letter	Points	Quality of performance
A	4 points	Superior performance
B	3 points	Average performance
C	2 points	Below average performance
F	0 points	Failure
I	No Points	Incomplete

I Incomplete is indicated on the final grade sheet if all class work has been completed except for a major paper or the final exam has not yet been taken. An Incomplete must be removed by the end of the next term or it will be computed as an “F”.

IP An IP is indicated on the final grade sheet for a course that is still in progress (i.e. Practicum).

NC A grade given for the non-credit courses, which indicates that a credit attempt was not acceptable. An NC grade earns no grade points and is not computed in the grade point average.

R A grade given which indicates that a credit attempt was not acceptable. A “Retake” grade earns no grade points and is not computed in the grade point average.

W Withdrawal is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed the required paperwork, and paid the required fee. The grade is not computed in the grade point average.

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P A grade given for transferred credit No grade points are assigned but hours toward the degree are earned.

WP/WF Withdraw Passing and Withdrawal Failing may be indicated on the final grade sheet if the designated Withdrawal period is over and ONLY at the discretion of the instructor. No more than one (1) Withdrawal Failing grades is allowed during the MBA program. A WP/WF grade is not computed in the grade point average.

Grading System

GRADE	RANGE	QUALITY PTS.
A	100 - 90 percent	4 Grade Points
B	89 - 80 percent	3 Grade Points
C	79 - 70 percent	2 Grade Points
F	below 69 percent	0 Grade Points

GRADE FORGIVENESS POLICY: GRADUATE SCHOOL

It is the policy of the Graduate School that any student may retake a maximum of one course with a grade of “C” or “F” in order to establish effective proficiency in that area. After completion, the student may then request grade forgiveness with the Academic Adviser or the Registrar's Office. The previous course listing will remain on the transcript, but the grade will then change to "R"; thus, it will not be computed in the final grade point average. The new grade obtained from repeating the course will be on the transcript and will be used for computing the final GPA if it is higher or the same as the forgiven grade. If the new grade is lower than the first grade, both grades will remain on the transcript and both will be computed into the GPA but only one of the two will be counted toward graduation.

Probation

Students who maintain a minimum of 3.0 cumulative G.P.A. in graduate course work will be classified in “good standing.” If a student falls below a 3.0 cumulative G.P.A. he/she will be placed on academic probation. By being classified as on “academic probation,” the student is granted the opportunity to raise the cumulative G.P.A. to at least the 3.0 level, within two terms, 9 credits or the end of the degree requirements, whichever comes first. If the student fails to reach a cumulative G.P.A. of 3.0 he/she will be dismissed at the discretion of the Graduate Council from the program. No more than two courses with a grade of “C” are accepted toward graduation.

Dismissal

Any student receiving an “F” in a course, in the program, is subject to dismissal by the Graduate Council. Any student whose academic or personal behavior is detrimental to the Webber International MBA program is subject to dismissal by the Graduate Council.

Reinstatement

Students who have been dismissed from the MBA program will not be allowed to apply for readmission/reinstatement for a period of two years from the date of their dismissal. Such applicants must demonstrate that they have remained

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current in their field in order to be reinstated. Previous MBA students who voluntarily left the program in good standing within the past two years may use the following streamlined process for readmission – they must submit an updated application, resume, transcripts from any university the student may have attended that are not already on file with Webber, and a new Enrollment Agreement. Students who have been absent from the program for more than two years must submit a completely new enrollment package.

All students re-entering the program after an absence are subject to any changes made to the program during their absence and must follow the catalog in effect at the time of readmission.

Completion Requirements

Each student must earn a minimum of 36 graduate semester credits (12 classes) of which 30 must be earned at the St. Andrews Campus. The degree must be completed within seven years of the date from which the first MBA class is completed at the St. Andrews Campus.

Academic Responsibility

While the institution makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising

The Director of the MBA Program is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry

A student must fulfill the degree requirements set forth in the catalog current during the student's first term enrolled in the graduate program at the St. Andrews Campus. Academic policies amended while a student is enrolled may be applicable regardless of the policies stated in the catalog at time of enrollment. The institution reserves the right to modify requirements from those listed at the time of enrollment due to curricular exigencies. If a student is readmitted he/she re-enters under the catalog in effect at the time of readmission.

Admissions Eligibility

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period will normally be required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Registration

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site. When a course is dropped

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during the Drop/Add period that course is not reflected on the student's transcript. After the Drop/Add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W".

Late Withdrawal

After the deadline for withdrawal a student may only withdraw from a course with the approval from the program's Graduate Council.

Choosing to stop attending a Class

A student who simply stops attending a class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. See Refund Policy

Academic Review/Grade Challenge

A student may request a review of a final grade within thirty (30) days of assignment of grade. Such a request must be submitted in writing to the Chief Academic Officer and shall state the reason(s) for believing the grade to be unjust. If the Chief Academic Officer determines that the student has reasonable grounds for requesting a review, a committee of faculty members will be appointed to conduct a review. The Chief Academic Officer will notify the student, in writing, of the final decision.

The Graduate Council has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point. The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias.

Policies Governing Institutional Services Student's Right to Privacy

Education Records and Student's Right to Privacy

Students are the "*owners*" of their education records, and the institution is the "*custodian*" of the records.

An education record is defined as any record that directly identifies a student and is maintained by the institution, education agency or by a party acting for the institution or education agency. A key distinction of education records is that education records are shared. Education records can exist in any medium including the following handwritten, typed, computer generated, videotape, audiotape, film, microfilm, e-mail, and others.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The University must have written permission from the eligible student in order to release any information from the student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

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- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

SAU may disclose, without consent, "directory" information. The Student handbook annually notifies current students of their FERPA rights.

Directory Information:

Releasable items that are not generally considered sensitive or confidential that may be disclosed to appropriate outside organizations may include:

Student Name, Address, E-mail address, Phone number, Height, Weight Date and Place of birth (**used with caution**)
Major and minor field of study, Dates of attendance, Class level Enrollment status
Names of previous institutions attended
Participation in officially recognized Activities and Sports, Photos of Athletic Team Members
Honors/awards received
Degree earned and date earned degrees
Photographic, video or electronic images of students taken and maintained by the Institution

A student may request in writing that Directory Information not be released by contacting the Registrar. A paper copy of the FERPA policy is available on request.

Student Finances

Financial Policies

The St. Andrews Campus is a privately endowed non-profit institution. All educational and operational income is derived from endowment funds, tuition fees, gifts, foundations, business and philanthropic contributions. The student actually pays only a portion of his/her educational expenses.

Paying Tuition and Fees

Tuition and fees are payable in full to the Business Office before the beginning of each term. Payments of tuition and fees may be made by cash, check (personal or business), money order, or credit card including Master Card and Visa. Payment may be made by mail or in person in the Business Office between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. Credit card payments are also accepted by phone.

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Fees charged by the institution may be adjusted at any time by the Board of Trustees.

When practicable, advance notice of any change will be given. At the time of application for admission, the student (resident or non-resident student) submits an application fee of \$50 (\$75 for international). This fee is a non-refundable service charge to cover a portion of the cost of processing the application. An advance deposit of \$200, which is applicable to tuition is required.

One hundred percent (100%) of the deposit is refundable if written notification of cancellation is received by the institution at least thirty days before registration. The housing deposit is non-refundable after 30 days prior to the first day of classes. Students who have an interest in student housing should consult the general college catalog for information about residential housing.

Periodically, campus property will be inspected and damage charges may be assessed. Any student involved will be billed directly for his proportionate share of the damages. Lab fees are required where applicable and are non-refundable.

Official Notice

Students are hereby officially notified that the registration and enrollment process is not complete until all tuition, fees and other charges are paid in full. If payment is not made in full, other alternative arrangements must have been made which are accepted and acknowledged by the institution.

Students personally guarantee and are responsible for all obligations to the institution for tuition, fees and other charges. Any student who has an outstanding balance due, the institution is officially given notice that the granting of degrees and issuing of grades will be withheld, and the release of official transcripts and academic records will be discontinued until all balances are paid in full.

General Regulations

Regardless of the method of payment selected by the students, other conditions and requirements which apply to all University bills are as follows:

1. All bills are due and payable at the beginning of each term. After financial aid contributions are credited, a finance charge will be charged on the remaining unpaid balance.
2. If any payments are due, the student will receive no grades; be given no transcripts, degrees, or letters of recommendation; nor will the student be permitted to register for the following term until all financial obligations have been settled in the Business Office.
3. The institution assumes no responsibility for personal property of the student.

Student Fees per Term

The 36-hour MBA program is scheduled so that a student who is continuously enrolled and takes two classes per term can complete the 12 required courses to meet the degree requirement in as little as 18 to 21 months, depending on the term that the program is started. Once the student is accepted into the program, an immediate non-refundable deposit (to be applied toward tuition) of \$200 will be required of the student to secure a place in the class.

Tuition

Tuition is determined annually by the University. Additional information is available through the University Finance Office.

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Graduation Fee

A graduation fee will be due at the beginning of the student's final term. Additional information is available through the University Finance Office. This fee is mandatory regardless of whether graduates participate in the commencement activities.

Incomplete Fee

A fee of \$25 is required when a student applies for a grade of "Incomplete."

Technology Fee

All courses offered via internet are subject to a supplemental \$66 per credit hour technology fee.

Refund Policy

Registration is considered a contract binding the student for charges incurred.

Students Who Receive Federal Title IV Aid

Federal Funds are awarded to a student under the assumption that the student will attend the institution for the entire period for which the assistance is awarded. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of Title IV, HEA program funds that the student was schedule to receive. Federal regulations require educational institutions to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if the student "completely terminates enrollment" or stops attending all classes.

Repayment of Unearned Title IV Student Financial Aid Policy

The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law specifies the pro-rated amount and the order of return of the Title IV funds to the programs from which they are awarded.

The amount of Title IV aid earned is determined by multiplying the total Title IV aid (other than FWS) for which the student qualified by the percentage of time during the term that the student was enrolled, up to 60% of the enrollment period. If less aid was disbursed than was earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the earned amount from the amount that was disbursed.

The responsibility for returning unearned aid is allocated between the school and the student. The post withdrawal calculation is performed to determine the portion of disbursed aid that could have been used to cover school charges and the portion that could have been disbursed directly to the student once school charges were covered. The institution will distribute unearned aid back to the Title IV programs as specified by law. Funds will be returned within 30 days of the date the institution becomes aware of a student's withdrawal. If the student received Title IV aid in excess of the amount earned, the student may owe a refund to the appropriate agency.

Refund Policy

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The size of the faculty and staff and other commitments of the institution are based upon the enrollment at the beginning of the term. The fees collected are used to meet these commitments. After appropriate allocations are made to affected programs, a financial obligation from the student to the institution may result, which is payable at the time of the student's withdrawal. Students who withdraw must notify the Director of the MBA Program or the Registrar's Office.

The refund policy for the MBA program provides for a 50% refund until the end of the drop/add-fee period. A student will receive a 25% refund thereafter through the end of the first 25% of class time. After 25% of the term has passed, no refunds will be made.

Veteran's Benefits

The institution is approved by the State of North Carolina's Department of Veterans' Affairs for the training of Veterans and Servicemen/women on active duty. Students who may be eligible for veteran's benefits are urged to contact the Registrar's Office or the U.S. Department of Veterans' Affairs at www.gibill.va.gov. No certification of training will be made until registration is completed each semester. Financial arrangements for tuition and other expenses can be made through the Business Office.

It is the veteran's responsibility to report any changes in status that may affect his benefits (e.g., course load, course failure). If a student, who is receiving veteran's benefits, is placed on academic probation and fails to reach a cumulative G.P.A. of 3.0 within two terms, 9 credits or the end of the degree requirements, all veteran's benefits will be terminated.

Financial Aid

Applicants may apply for financial aid by using the Free Application for Federal Student Aid (FAFSA). Federal subsidized and unsubsidized student loans are available to eligible students. Contact the Financial Aid Office for additional information. (910) 277-5561.

MBA Curriculum and Course Requirements

The mission of the Graduate Program in Business is to provide an MBA Program which focuses on the interdisciplinary nature of business practices. Through the faculty's synthesis of contemporary academic and applied practices that are essential for successful management of limited resources in changing global environments, the program will capitalize on its ability to blend proven traditional methods of teaching with state of the art technologies. These technologies will be oriented specifically toward improving managerial problem-solving capabilities.

Technology Policy

Students in the MBA program must be able to effectively utilize Moodle, the SAU email system, and the ZOOM web conferencing platform to communicate and submit documents, have access to a high-speed internet system and competency in running appropriate software from Microsoft Office, and have the ability to use any specialty software programs required by courses in the MBA curriculum.

Learning Outcomes for the MBA Program

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1. Students will acquire the knowledge and skills necessary for a leadership position in business.
2. Students will understand key factors influencing the global economic environment.
3. Students will understand key concepts in finance.
4. Students will acquire advanced skills in marketing philosophy and management
5. Students will acquire skills in quantitative research methods for business.
6. Students will acquire advanced skills in the analysis of the legal and ethical aspects of business.
7. Students will acquire advanced skills for the management of human behavior in organizations.
8. Students will become aware of controversy in strategy concepts and will acquire advanced strategic analysis skills.

MBA Course Requirements: Management

MBA 610 Information Systems Management
MBA 618 Financial Reporting
MBA 632 Global Economic Environment
MBA 636 Quantitative Research Methods
MBA 640 Marketing Philosophy & Management
MBA 647 Innovation, New Products & Services & E-Commerce
MBA 650 Topics in the Legal & Ethical Environment of Business
MBA 662 Financial Decision Making
MBA 688 Human Behavior in Organizations
MBA 691 Practicum I
MBA 692 Practicum II
MBA 690 Strategic Thinking in Organizations

MBA Course Descriptions

MBA 610 Information Systems for Management Decisions

3 Credits

In this course the student will develop or enhance their skills with various office technology software packages, which are fundamental to a computerized information system. The student will learn about the corporate information system and major issues that relate to the information system, such as decision making, security, privacy, ethics, technologies, project management, team skills, etc. Both individual and team projects are stressed. Prerequisite: An introductory computer course in which the student has developed basic file management, word processing, and spreadsheet skills in creating and formatting neat tables, graphs, and documents. Offered annually

MBA 618 Financial Reporting

3 Credits

This course integrates accounting, economic theory and empirical research into a framework of financial analysis. It is designed to permit MBA students to understand the process which generates financial statements and to be able to locate and use both published and unpublished financial information. The tools of financial analysis are provided in the context of current financial reporting. Offered annually

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MBA 632 Global Economic Environment

3 Credits

Economics helps managers acquire a broader understanding of the factors that influence the demand for a firm's product. Knowledge of economics also equips the manager to deal with events that are external to the firm such as waves of consumer and business confidence, and changes in monetary, fiscal, and trade policies. Managers who understand how markets work at the firm, industry, and global economy levels are well prepared to make decisions in a dynamic environment. Offered annually

MBA 636 Quantitative Research Methods for Business

3 Credits

Strategic decisions in organizations must be based in part on information that is subject to cross-verification and validation. This course will introduce students to the methods, strategies, and analysis options available to business researchers. Emphasis will be given to methodological foundations of correlative and experimental research designs including hypothesis testing, sampling methods, and statistical analyses. Offered annually

MBA 640 Marketing Philosophy and Management

3 Credits

Marketing has evolved in recent years from a mere function of the organization to a business philosophy permeating all levels of the organization. An important objective of organizations is to satisfy the needs of existing and potential customers by meeting or exceeding expectations. In order to accommodate consumer needs efficiently, an organization must recognize the potential consumer (segmentation and targeting), and tailor the design, price, promotion and placing of offerings to most optimum levels. Offered annually

MBA 647 Innovation, New Products & Services, & E-Commerce

3 Credits

The viability of a business entity is based in part on its ability to innovate by marketing new products and/or services to accommodate rapid changes in tastes, technology, competition and E-Commerce distribution. The innovation concepts will include breaking free from tradition, while thinking outside the box, and the emerging technological trends necessary to be competitive in E-Commerce. Students will also be introduced to the new product processes of idea generation, consumer research and R&D interface, concept and product testing, product launch, and product life-cycle management. Offered annually

MBA 650 Topics in the Legal and Ethical Environment of Business

3 Credits

This course examines current topics related to business law and ethics, including international issues. Topics are covered through a discussion of cases, and business situations, including legal, ethical, social, and philosophical aspects. A strategic understanding of how legal and ethical issues affect managerial decision-making is stressed. Offered annually

MBA 662 Financial Decision Making

3 Credits

This course explores the advanced theoretical concepts and practical applications associated with corporate finance in general and specifically on capital budgeting and the long-term financing of investment alternatives. Under the assumption of an environment of capital rationing, a particular emphasis is placed on improving decision making through the integrated application of the many aspects of the capital budgeting process to include: forecasting relevant after-tax cash flows, applying a cost of capital to assess project viability and planning to maintain an ideal capital structure while seeking the maximization of shareholder wealth. (Prerequisite: MBA 613 Financial Reporting) Offered annually

MBA 688 Human Behavior in Organization

3 Credits

This course examines the principles and practices pertaining to human behavior and organizational development. Motivation and leadership issues are studied as they impact the organization and the individual; in turn, the

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characteristics of individuals and group dynamics are considered as they impact organizational performance. Specific topics relate to micro and macro organizational behavior. Offered annually

MBA 691 & 692 Practicum I & II: An Integrated Consulting Project **6 Credits**

A two term project that provides students with professional career-related experience. It is designed to synthesize knowledge and direct it towards the investigation of a specific business problem. This is not an internship but an actual consulting project staffed according to client needs and student skills. Projects are chosen from problems that corporate sponsors request students to solve. (Note: MBA 691, 692, and 690 are to be completed as the last set of courses in the MBA program.) Offered annually

MBA 690 Strategic Thinking in Organizations **3 Credits**

Through this capstone course, the student uses a process of strategic planning by drawing together the knowledge from various functional areas of an organization to enhance analysis of business in profit and non-profit settings. The course examines the vast array of strategic management tools that enable managers to evaluate traditional and contemporary strategies in an attempt to develop a strategic planning process. This course emphasizes the interacting and diverse interests of shareholders, managers, customers, employees, and the broader societal stakeholders of the organization. Finally, the role of politics and leadership style are examined in the implementation of strategy. (Note: MBA 691, 692, and 690 are to be completed as the last set of courses in the MBA program.) Offered annually

Undergraduate Curriculum

All departments will occasionally offer courses taught by their appropriate professors using the X90, X95, X98 and X99 series: for example: Biology 295 Internship in Biology. Courses numbered 0XX do not count toward meeting graduation requirements.

Special Studies, Practica, Internships & Guided Independent Studies

190, 290, 390, 490 Special Studies **1-4 credits**

These are courses which are not regularly taught but which are offered when a unique combination of faculty and student interests suggests that an important learning experience may occur. Class size is small, therefore students must assume greater responsibility for preparation for and conduct of the course. Credit and prerequisites as announced.

195, 295, 395, 495 Internships **1-6 credits**

A work experience with some external agency supervised by a professional in the career area. Prerequisites: permission of the site supervisor, faculty sponsor, and University internship coordinator; and minimum overall G.P.A. of 2.5.

497 Departmental Honors

Unless otherwise specified by a particular department, students wishing to graduate with the designation “honors in (the major)” must successfully complete no fewer than 6 and no more than 12 credits of 497 Independent Study covering work in at least two regular terms and culminating in the presentation and defense of an honors thesis or project. (For further information, see the section of the catalogue entitled Academic Honors and Departmental

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Honors.)

198, 298, 398, 498 Research/Teaching Practicum **1-4 credits**

As a research practicum, this course provides an outlet for a student-directed special project. As a teaching practicum, this course provides the student with experience as a teaching assistant. Credits and prerequisites as determined by the faculty member.

199, 299, 399, 499 Guided Independent Studies **1-4 credits**

These courses enable students to perform undergraduate research for credit; thus the student interested in a GIS should contact the faculty member to inquire about research possibilities, many of which may result in presentations or publications. Credit and prerequisites as determined by faculty member. Courses numbered at the 300- and 400-levels are restricted to juniors and seniors except by permission of the instructor.

Art Courses

ART 120 Art History I: Prehistory to Medieval **1.5 credits**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing pre-historical and historical contexts. Periods studied include the Paleolithic through the Medieval Period. Open to freshmen and non-majors. ART 120 is required of majors. Offered annually in the Spring semester

ART 121 Art History II: Renaissance to Impressionism **1.5 credits**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing historical contexts. Periods studied in this course include the Renaissance through Impressionism. Open to freshmen and non-majors. ART 121 is required of majors. Offered annually in the Spring semester

ART 146 2-D Design **4 credits**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the two-dimensional arts (drawing, painting, and computer art). A combined lecture and studio format introduces the student to general design concepts through specific projects in a variety of media. With ART 223, this course serves as a foundation for further and more advanced work in the visual arts. Open to freshmen and non-majors. ART 146 is required of majors. Offered annually in the Spring semester

ART 147 3-D Design **4 credits**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the three-dimensional arts. A combined lecture and studio format introduces the student to general design concepts. Students will explore a wide variety of three-dimensional media through specific problems and projects. This course serves as a foundation for further and more advanced work in the three-dimensional arts. Open to freshmen and non-majors. ART 147 is required of majors. Offered annually in the Fall semester

ART 223/323/423 Drawing I, II, III **4 credits each**

Students will develop drawing skills at introductory, intermediate and advanced levels. The controlled use of line,

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form and value, texture and composition are emphasized using a variety of wet and dry media. ART 223 is required of majors. More advanced work is available in ART 444. Offered annually in the Fall semester

ART 225/325/425 Sculpture I, II, III

4 credits each

Students will develop sculpture making skills at the introductory, intermediate and advanced levels. Emphasis will be placed on three-dimensional modeling, assemblage, carving and casting techniques in a variety of media.

Prerequisite: ART 147 or permission of instructor. More advanced work is available in ART 444. Offered annually in the Spring semester

ART 226/326/426 Painting I, II, III

4 credits each

Students will gain painting skills at the introductory, intermediate and advanced levels. Emphasis will be placed on the techniques and materials of painting. This course is taught in oils and acrylics in alternating years. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work is available in ART 444. Offered annually in the Spring semester

ART 228/328/428 Ceramics I, II, III

4 credits each

Students will learn methods and techniques used in the creation of ceramic art at the introductory, intermediate, and advanced levels. Emphasis will be placed on developing, manipulation, modeling and construction skills.

Prerequisite: ART 147 or permission of instructor. More advanced work available in ART 444. Offered every other year

ART 361 Seminar in Modern Art

1.5 credits

Students will gain understanding of the modern and post-modern era through an investigation of the art of the 20th century. The study of art criticism will be integral to the topical analysis of art created during this period.

Prerequisite: ART 120, 121 or permission of instructor. ART 361 is required of majors. Offered every other year

ART 444 Advanced Studies in Art

4 credits each

Students will build body of advanced work in one of the chosen media: Drawing, Painting, Sculpture, Computer Art, or Ceramics. This course may be taken multiple times. Prerequisites: levels I, II, and III of the medium chosen and the instructor's approval. Offered as needed

ART 456 Art Portfolio

1.5 credits

The student will prepare a résumé and slide portfolio of his or her artwork. Workshops, lectures and demonstrations will enable students to compile materials for job applications and/or graduate school. ART 456 is required of majors. Offered as needed

ART 457 Senior Show

1.5 credits

This course is required of all senior art majors. The student will create a senior art exhibit. Emphasis will be placed on the content and quality of works shown, professional gallery/visual presentation and a final oral presentation.

ART 457 is required of majors. Offered as needed

Asian Studies Courses

AS 101 Introduction to Asia

3 credits

The civilizations of India, China, and Japan are presented in historical perspective. Korea, selected cultures of

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Southeast Asia, and the Islamic world are also included. The course is not designed as an attempt at a comprehensive survey, but rather as a series of more intensive investigations into a selected number of interrelated themes, ideas, and developments in Asia. The first term will be devoted to the traditional period and will include studies of artistic, religious, literary, philosophical, and political achievements and challenges.

AS 102 Introduction to Asia

3 credits

The second term will examine the modern period, from Western contacts to the present, emphasizing the same interdisciplinary perspectives. Original texts, guest speakers, and multimedia materials will be utilized whenever possible.

Biology Courses

BIO 101 Introductory Topics in Biology

4 credits

This course explores basic principles of biology that relate scientific literacy to the non-scientist. (Three hours of laboratory and three hours of lecture per week.) Offered Fall and Spring semesters.

BIO 111 Medical Terminology

2 credits

The goal of this course is to establish an understanding and knowledge of the language of medicine, including various medical terms used in the allied health fields. Emphasis is on analysis and the building of medical terms using Greek and Latin prefixes, roots, and suffixes. Definitions, spelling, and pronunciation of medical terms are stressed.

BIO 111 Medical Terminology

2 credits

The goal of this course is to establish an understanding and knowledge of the language of medicine, including various medical terms used in the allied health fields. Emphasis is on analysis and the building of medical terms using Greek and Latin prefixes, roots, and suffixes. Definitions, spelling, and pronunciation of medical terms are stressed.

BIO 201 Concepts in Biology I

4 credits

A concept-oriented course in biology that introduces students to rudimentary principles of biological building blocks and macromolecules, cellular organization and reproduction, evolution, Mendelian Genetics. (Three hours of laboratory and three hours of lecture per week.) This course satisfies the Natural Sciences breadth, but is intended for science majors. Offered annually in the Fall semester

BIO 204 Concepts in Biology II

4 credits

Second semester course in introductory biology, with emphasis on the evolution and ecology of different groups of organisms. (Three hours of lecture and 3 hours of laboratory per week) Offered annually in the Spring semester.

BIO 221 Human Anatomy and Physiology I

4 credits

This course is an introduction to the structure and function of the major organ systems of the human body. The first semester course will focus on the following systems: integument, skeletal, muscular, nervous, endocrine, and reproductive. Particular emphasis will be placed upon the integrative action of these systems. (Three hours of lecture and three hours of lab per week.) Offered annually in the Fall semester.

BIO 222 Human Anatomy and Physiology II

4 credits

This is the second semester course exploring the structure and function of the major organ systems of the human body. This course will focus on the following systems: cardiovascular, lymphatic, respiratory, digestive, and renal.

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Particular emphasis will be placed upon the integrative action of these systems. (Three hours of lecture and three hours of lab per week.) Offered annually in the Spring semester

BIO 307 Ecology

4 credits

A survey of the basic concepts, principles and methods of ecology; the sub-discipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. (Three hours of laboratory and three hours of lecture per week.) Prerequisites: BIO 204. Offered annually in the Spring semester.

BIO 310 Genetics

3 credits

Genetics is the study of heredity, studied from different, yet integrated, perspectives. The first is a more historical approach (Mendelian Genetics), the second is the heredity of environmental dynamics over time (population genetics), and the last examine genetics at a more molecular level (molecular genetics). Additionally, the class offers opportunities to examine the effects that current genetic discoveries are having on individuals, society, and decision-making. (Three hours of lecture per week.) Prerequisite: BIO 204. Offered annually in the Fall semester.

BIO 330 Advanced Topics in Biology

3 credits

This course allows for an in-depth exploration of a current biological topic of interest. (Three hours of lecture per week.) Prerequisites: BIO 201, 204 and at least sophomore standing. Offered Fall and Spring semesters

BIO 340 Plant Diversity

4 credits

A systematic survey of the divisions of photosynthetic organisms with an emphasis on evolutionary history and relationships in terms of morphology, anatomy, ecology, and reproductive diversity. Major evolutionary trends will be addressed. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Offered in alternate years, Fall semester.

BIO 349 Botany

4 credits

This course is a thorough, one-semester introduction to the study of plant biology, presented in an evolutionary context and emphasizing the structural and functional diversity of Kingdom Plantae. Morphology, anatomy, physiology, photosynthesis, growth and development will be treated in detail. Structural and functional diversity of Kingdom Fungi as well as photosynthesizing protists will also be covered. (Three hours of lecture and three hours of lab per week.) Prerequisites: BIO 204. Offered annually in the Spring semester.

BIO 353 Zoology

4 credits

Zoology is a systematic study of animals with emphasis on diversity, evolution, ecology and comparative physiology. The laboratory is devoted to systematic, field, and experimental studies. (Three hours of lecture and three hours of laboratory per week.) Prerequisite: BIO 204. Offered in alternate years, Spring semester.

BIO 355 Animal Behavior

4 credits

Animal behavior is a broad discipline of biology integrating mechanisms of behavior with the ecological and evolutionary consequences of behavior. Laboratories will involve both experiments and field observations. (Three hours of laboratory and three hours of lecture per week.) Prerequisite BIO 204. Offered in alternate years, Fall semester.

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BIO 365 Microbiology

4 credits

Microbiology is the study of unicellular microscopic organisms. In particular, this course considers the form, structure, reproduction, physiology, metabolism, and identification of microorganisms. This course also includes the study of microorganisms' distribution in nature, their effects on humans, and the physical and chemical changes they make in their environment. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Offered in alternate years, Fall semester.

BIO 366 Animal Physiology

4 credits

This course is an introduction to the processes by which animals function within their environment and will provide an in-depth examination of animal body systems and the environmental variables which interact with them. (Three hours of lecture and three hours of laboratory per week.) Prerequisite: BIO 204. Offered in alternate years, Fall semester.

BIO 380 Junior Seminar

1 credit

In this course, which is required of all Biology Majors, students will learn how to search for and apply to employment, graduate school, or professional schools in the biological sciences. (Open to students with junior standing). Offered annually in the Fall semester.

BIO 452 Cell Biology

3 credits

Cell biology is an in-depth investigation of the structural components of cells and their functions, down to the molecular level. Although the major emphasis will be on structure-function relationships common to most cells, functions of certain specialized cells, such as neurons and endocrine cells, will also be discussed. (Three hours of lecture per week.) Prerequisites: BIO 204 and CHE 215 or CHE 220. A chemistry course at the 300-level or above is recommended. Offered in alternate years, Spring semester.

BIO 460 Molecular Biology

4 credits

From medicine to criminology, to engineering of plants and animals, humans are increasingly able to manipulate DNA and its expressed protein products. This course will cover the methods behind gene cloning, restriction digest and analysis, PCR, DNA synthesis, regulation of gene expression, methods of gene delivery, and introduce students to genomics and proteomics. (Three hours of laboratory and three hours of lecture.) Prerequisite: CHE 365 Biomolecules. Offered in alternate years, Spring semester

BIO 466 Senior Seminar

1 credit

The primary purpose of this course, which is required of all senior Biology Majors, is to serve as a capstone for the Biology program. In this course, students will critically analyze and present papers drawn from primary literature. Each student will be required to carry out extensive literature review of a selected research topic in biology and complete a written paper and oral presentation on his or her topic. (Open to students with senior standing.) Offered annually in the Spring semester.

Business & Economics Courses

ACCT 201 Principles of Accounting I

3 credits

An introduction to financial accounting with an emphasis on the basic accounting equation, transactions and financial statements. The course stresses an understanding of basic concepts and the use of accounting information

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to support economic decision-making. Prerequisite: Sophomore standing. Offered annually in the Fall semester

ACCT 202 Principles of Accounting II

3 credits

An introductory study of managerial accounting with an emphasis on interpretation and application of accounting data inside specific organizations. The course stresses the use of financial and related information to make strategic, organizational and operational decisions. Prerequisite: ACCT 201. Offered annually in the Spring semester

ACCT 301 Intermediate Accounting I

3 credits

The course covers theoretical foundations, the accounting process, income determination, preparation of financial statements, and accounting for current assets. Emphasis is placed on theoretical arguments supporting current accounting practice and alternatives. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor. Offered in alternate years, Fall semester

ACCT 302 Intermediate Accounting II

3 credits

This course is a continuation of ACCT 301 covering the theory and practice of accounting for plant assets, liabilities, and owner’s equity. Prerequisite: ACCT 301 with a grade of “B” or better; or permission of instructor. Offered in alternate years, Spring semester

ACCT 311 Federal Income Tax I

3 credits

This course will study the “nuts and bolts” of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today’s complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: ACCT 201 and 202 or permission of instructor. Offered in alternate years, Fall semester

ACCT 331 Cost Accounting

3 credits

The course focuses on the application of cost analysis to manufacturing and distribution problems. It covers the recording of manufacturing costs for both the assembly and the continuous process types of industry, analysis of the behavior characteristics of business costs, and a study of principles involved in standard costs systems. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better or permission of instructor. Offered every third Spring semester

ACCT 341 Auditing

3 credits

Professional and practical auditing theory is examined. The course covers review of internal control, audit procedures and development of audit programs for various types of business within the framework of auditors’ professional and ethical standards. Prerequisites: Successful completion of ACCT 301 with a grade of “B” or better, MAT 225 or BUS 252 or permission of instructor. Offered every third Spring semester

ACCT 351 Governmental & Not-For-Profit Accounting

3 credits

This course introduces to the business student the unique way in which federal, state, and local governments maintain their accounting systems. The course also studies the accounting methods used by churches, charities, and other not-for-profit organizations found in the United States today. Prerequisites: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor. Offered every third Spring semester

BUS 100 Introduction to Business and Economics

3 credits

It is the purpose of this course to provide a framework within which to understand the dynamic operation of an

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organization (profit and not-for-profit), to begin to develop skills and techniques which are necessary to manage an organization, and to provide a base from which to plan a program of study to prepare for successful organizational leadership. The student will learn the primary functions of a business organization. Offered annually in the Fall semester

BUS 200 Personal Finance

3 credits

This course will assist business and non-business students in their future financial well being. The curriculum will consist of topics such as understanding the economic environment of personal finance, achieving one's personal financial goals, understanding financial activities over the life cycle, managing cash, and resolving conflicts in one's budget, credit use, and income taxes. The knowledge acquired in this course will help students avoid the financial pitfalls that they will face as adults. The course does not count towards the business major. Offered every third Fall semester

BUS 220 Business Technology

3 credits

A study of the technologies required to be successful in entering today's business arena. Many software and hardware choices will be explored. Excel, e-mail, and presentation software will be emphasized to the intermediate level which will assist students in their future class work and employment. Designing spreadsheets, database report generation, and future developing technologies will be researched. Students will be required to review and undertake software tutorials if needed. Offered annually in the Spring semester

BUS 252 Business Statistics

3 credits

A study of statistical methods used for business decisions is covered. Topics include descriptive statistics, probability, estimation, hypothesis testing, regression analysis, and forecasting. Emphasis is on developing and interpreting information for business research and decision making. Normally taught only at Sandhills. Either MAT 225 or BUS 252 is offered every semester in Laurinburg.

BUS 301 Business Law

3 credits

A "nuts and bolts" study of the principles of law which create, define, and regulate the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, agency relationships, commercial paper, sales, and bankruptcy. Prerequisite: Sophomore standing or permission of instructor. Offered every semester

BUS 302 Entrepreneurship

3 credits

A study of the methods used to determine the feasibility of successfully establishing a business in a specific industry or market. Financial, marketing, organizational, competitive, governmental, and demand factors will be analyzed. Each student will develop a business plan and a feasibility study for a new venture. Prerequisites: BUS 321 and BUS 331 and junior standing. Offered annually in the Fall semester

BUS 303 Management Communication

3 credits

This course will focus on developing, implementing and evaluating the written and oral communication skills required in a professional business setting. The use of effective decision-making and critical thinking skills will be emphasized. Prerequisites: BUS 220 and BUS 331 and junior standing, or permission of instructor. Offered annually in the Fall semester

BUS 321 Principles of Marketing Management

3 credits

A functional analysis of marketing and its importance as an economic activity. Topics covered include: demographic analysis, product development, pricing, distribution, and promotion. Additional managerial orientation is provided

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through case studies and decision-making practice. Prerequisite: ECON 201 or permission of instructor. Offered annually in the Fall semester

BUS 322 Advertising & Promotional Management

3 credits

An examination of the strategic application of two of the most important activities for marketing managers in the communication of product information to clients and consumers. Marketing campaigns, media selection, use of trade shows, product research, and effectiveness determination will be studied in concentrated team efforts. Prerequisite: BUS 321 and junior standing. Offered annually in the Spring semester

BUS 331 Principles of Management

3 credits

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, and delegation of authority. Prerequisites: ECON 201 and ACCT 201; or permission of instructor. Offered annually in the Spring semester

BUS 332 Organizational Behavior

3 credits

Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Using lecture, discussion, case study and simulation methods, the course will encourage students to apply principles to specific organizations. Prerequisite: One course in Psychology, BUS 100 or BUS 331. Offered annually in the Spring semester

BUS 333 Human Resources Management

3 credits

This course will focus on human resources, employment procedures, and personnel administration. Topics to be covered include: analysis of personnel programs and policies; communications and practices in relationship to the effect upon productivity, organizational effectiveness and the satisfaction of personal objectives; and the recruiting, interviewing, developing, and maintaining of an effective and satisfied work force. Prerequisite: BUS 331 and junior standing. Offered annually in the Fall semester

BUS 335 Business Ethics

3 credits

This course uses a managerial framework to identify, analyze, and understand how business people make ethical decisions and deal with ethical issues. It covers the theoretical concepts of ethical reasoning as well as the organizational environment that influences ethical decision-making. Case analysis, readings, and research are used to achieve the learning outcomes for the course. Prerequisite: BUS 331 and junior standing. Offered annually in the Spring semester

BUS 341 Principles of Financial Management

3 credits

This course surveys fundamental concepts and computational methods for the financial management of business firms. It will also survey the broad range of financial instruments and the relationship between risk and return. Topics include forecasting, operating and financial leverage, working capital, time value of money, valuation of bonds and stocks, the cost of capital, and capital budgeting. Prerequisites: ECON 201 or 202 and ACCT 201; or permission of instructor. Offered Fall and Spring semesters

BUS 343 Investments and Portfolio Analysis

3 credits

A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: BUS 341 and junior standing, or permission of instructor. Offered every other Fall semester

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BUS 345 Entrepreneurial Finance and Accounting

3 credits

This case-based course will focus on how to address the unique financial and accounting challenges faced by start-ups and established small businesses. From financing the small business and managing cash flow to developing accurate financial statements using Quickbooks – a leading accounting software package for small business – this course will better prepare the student to operate successfully in a small business environment. Prerequisite: ACC 201 and BUS 341. Offered every other Fall semester.

BUS 351 Quantitative Methods for Business & Economics

3 credits

This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon a careful discussion of problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: ECON 201, ACCT 201, MAT 225 or BUS 252, and junior standing, or permission of instructor. Offered every third Fall semester

BUS 421 Strategic Marketing Management

3 credits

Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies, promotion, and distribution management. Prerequisites: BUS 220, BUS 321 and BUS 331 and junior standing; or permission of instructor. Offered in alternate years, Spring semester

BUS 422 International Marketing Management

3 credits

A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four “P’s”, developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: BUS 321 and junior standing. Offered in alternate years, Spring semester

BUS 431 International Business Management

3 credits

The primary purpose of this course is to investigate the economic and business issues encountered in managing the global firm. These issues include: defining a global competitive strategy; translating a global strategy into local action; understanding the economic environment; market entry and participation policies; alliances, mergers, and acquisitions; role of top management; and organization, system, and people policies. Management theories and principles appropriate to the global firm will be identified and illustrated in terms of the problems and issues studied. Prerequisite: BUS 331 and junior standing. Offered in alternate years, Fall semester

BUS 451 Operations Management

3 credits

The course analyzes the management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: BUS 331 and junior standing. Offered in alternate years, Spring semester

BUS 470 Management in the 21st Century

3 credits

This course will address the changing workplace in the 21st century. Students will read in the current business press how organizations stay in their profit zone while retaining a customer-centric focus. Chief Executive Officers of major North Carolina corporations and leading experts in their special fields will present their ideas and share their expertise with students in a discussion format. Students will explore their ideas and techniques and discuss their

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finding with the visiting experts in the field as well as local business leaders. Prerequisites: Junior or senior standing, and recommendation from the B/E faculty. Offered in alternate years, Spring semester

BUS 480 Senior Policy & Strategy Seminar **3 credits**

The course requires the student to combine and integrate business and economic principles in sophisticated analysis to a variety of firms and institutions. It includes a study of the formulation of organizational strategy and will emphasize research strategies, communication skills, and problem-solving and decision-making skills. Prerequisites: senior standing and ECON 201, ACCT 201, BUS 220, BUS 301, BUS 303, BUS 321, BUS 331, BUS 335, and BUS 341. Offered annually in the Fall semester

ECON 201 Microeconomics **3 credits**

This is a survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues. Offered annually in the Fall semester

ECON 202 Macroeconomics **3 credits**

The course is an introduction to macroeconomic theory. The course identifies the primary social and economic goals for a society, including income, employment, and stability of prices. The methods and sources of the variables (economic indicators) used to measure those goals are described. The course presents the major theories on the cause and effect relationships between the variables, and explains the human behaviors that underlie those relationships. Offered annually in the Spring semester

ECON 301 Intermediate Microeconomics **3 credits**

A study of the theory of the firm, its behavior, behavior of consumers, and management decision-making. Specifically, the course will focus on price and output decisions, rational economic choices of consumers, economics of technological change, production efficiency and costs, competitive behavior, and adjustments of markets to new conditions. Prerequisite: ECON 201 or permission of instructor. Offered every third Spring semester

ECON 302 Intermediate Macroeconomics **3 credits**

A study of the empirical patterns of the business cycle and long run growth, the macro theory to analyze them, and methods of forecasting at the economy, industry, and company levels. Prerequisite: ECON 202 or permission of instructor. Offered every third Spring semester

ECON 333 Money, Banking & Financial Institutions **3 credits**

The course surveys money, the payments system, financial instruments, the determination of interest rates, the principal financial institutions and markets, the regulatory institutions, and the roles of governmental regulation. Prerequisite: ECON 202 and junior standing. Offered every third Spring semester

Chemistry Courses

CHE 151 The Chemical Basis of Everyday Phenomena **3 credits**

An introduction to the basic concepts of chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before undertaking CHE 210-215. Chemistry can be described as “the central science” and as such; the course will focus on the underlying concepts of

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chemistry, how they were discovered, and how they are applied in everyday circumstances. There will be an emphasis on the quantitative/problem solving applications of topics covered. This class cannot be taken Pass/Fail. Offered annually in the Fall semester

CHE 151L Chemistry Connections Laboratory

1 credit

This laboratory experience is designed to allow for all the practical application of materials covered in CHE 151. The laboratory allows the students to experience a hands-on exploration of topics so that students connect chemistry and the world around them. This class cannot be taken Pass/Fail. Corequisite: CHE 151. Offered annually in the Fall semester

CHE 165 Introduction to Environmental Science and Analysis

3 credits

Introduction to the basic scientific concepts behind selected timely environmental issues. Students will be introduced to topics such as global warming, air quality issues such as smog, acid rain, ozone depletion, and ground water contamination. The class lectures will lead students through the underlying critical chemical and physical processes. This is an interdisciplinary study of the human relationship with the Earth's environment and how we study it. This class is intended to be an introduction to environmental science and its relationship to chemistry. The class was designed for students with relatively little previous experience with the chemistry or environmental science. The course will focus on applying quantitative and qualitative skills to exploring environmental issues and the methods we use to explore them. Throughout the class, we will be exploring the question of "What do you know and how do you know it?"

CHE 210 Essential Concepts of Chemistry

3 credits

(General Chemistry I)

An introduction to the basic concepts of chemistry. It includes aspects of the history of chemistry and accounts of the contributions of some of the important chemists of the past. Modern concepts considered are the structure of matter, atomic theory, chemical bonding, molecular shape, chemical reactivity, stoichiometry, thermodynamics and equilibria. Three hours of lecture per week. Offered annually in the Fall semester

CHE 210L Essential Concepts of Chemistry Laboratory

1 credit

A laboratory experience designed to complement the Essential Concepts of Chemistry lecture course. Emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Corequisite: CHE 210. Offered annually in the Fall semester

CHE 215 Introduction to Structural Inorganic Chemistry

3 credits

(General Chemistry II)

An introduction to the chemistry of inorganic compounds. It includes an introduction to coordination compounds, nuclear chemistry, complexation equilibrium, redox chemistry, and the cosmic origins of the elements. Three hours of lecture per week. Prerequisite: CHE 210. Offered annually in the Spring semester

CHE 215L Introduction to Structural Inorganic Chemistry Laboratory

1 credit

A companion laboratory for the Introduction to Inorganic Chemistry lecture. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Prerequisite: CHE 210, 210L. Offered annually in the Spring semester

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CHE 220 Introductory Organic Chemistry I

3 credits

Introduction to molecular structure, bonding, and reactivity primarily of aliphatic molecules. This course will include the study of kinetics and selected spectroscopic techniques. Three hours of lecture per week. Prerequisite: CHE 215. Offered annually in the Fall semester

CHE 220L Introductory Organic Chemistry I Laboratory

2 credits

Students will apply a selection of separation and analytical techniques to problems of the resolution of mixtures and to the determination of patterns or reactivity. Students will work primarily in groups. Four hours of laboratory per week. Prerequisites: CHE 210L, and Corequisite CHE 220. Offered annually in the Fall semester

CHE 315 Analytical Chemistry

4 credits

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the “how” and “why” of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L. Offered in alternate years, Fall semester

CHE 340 Advanced Inorganic Chemistry

4 credits

This course offers a more sophisticated treatment of chemical periodicity, bonding (including elementary quantum mechanics), solids, organometallics, group theory and its relationship to molecular spectroscopy, inorganic acid-base reactivities, and redox/electrochemistry is developed. This course is an integrated laboratory/lecture experience allowing for the practical application of lecture material. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L. Offered in alternate years, Spring semester

CHE 350 Introductory Organic Chemistry II

3 credits

An integral continuation of CHE 220, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl containing molecules. Three hours of lecture per week. Prerequisite: CHE 220. Offered annually in the Spring semester

CHE 350L Introductory Organic Chemistry II Laboratory

2 credits

Using previously learned and new selections of techniques, students will explore reactivities along with single and sequence synthesis of molecules containing polyalkene, aromatic and carbonyl-based functional groups. Work in this lab will be primarily individual, but comparing results will be included in some experimental write-ups. Four hours of lab per week. Prerequisites: CHE 220L, Corequisite CHE 350. Offered annually in the Spring semester

CHE 365 Biochemistry I: Biomolecules

3 credits

An introduction to the chemistry and biochemistry of amino acids, sugars, lipids and nucleosides with selected inclusion of topics in protein, carbohydrate and membrane chemistry. Three hours of lecture per week. Prerequisite: CHE 350. Offered in alternate years, Spring semester

CHE 365L Biomolecules Laboratory

1 credits

This laboratory will focus on the application of chemical and analytical techniques to the determination of selected properties of biomolecules. Three hours of lab per week. Corequisites: CHE 365. Offered in alternate years, Spring semester

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CHE 345/445 Applied Topics in Chemistry

3 credits

These courses examine chemical issues, topics and techniques in an applied manner that is not fully addressed in the general chemistry, organic chemistry or analytical sequence. While the focus will vary with each offering, the courses emphasize detailed work with primary sources, equipment, data and specific techniques. The course will be offered singularly at the 300 or 400 level as appropriate to the topic as opposed to a split level course. Topics range from Spectroscopic Analysis of Organic Compounds, Intermediate Techniques in Organic Chemistry, Advanced Bonding and Structure, to Advanced Topics in Environmental Analysis. Offered Fall and Spring semesters

CHE 401 Thermodynamics and Kinetics

3 credits

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: CHE 215, PHY 201 or PHY 211, Corequisite MAT 222. Offered in alternate years, Spring semester

CHE 401L Physical Chemistry Techniques

1 credit

The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: CHE 315. Corequisite: CHE 401. Offered in alternate years, Spring semester

CHE 410 Biochemistry II: Enzymes and Primary Metabolism

3 credits

An introduction to the chemistry and activity of enzymes and the application of that knowledge to the energy generating primary metabolism of glucose to carbon dioxide and water and the preparation of sugar by photosynthesis. Three hours of lecture per week. Prerequisite: CHE 365. Offered in alternate years, Spring semester

Communication Studies Courses

COM 101 Introduction to Mass Communications

3 credits

This beginning course will explore, discover and develop the fundamentals of what mass communication is about, along with parallel applications and resources: when/where/how it began and the extensions of diverse media forms: books, print journalism, digital and broadcast, economics, constitutional/legal ramifications and the practice of convergence as it applies to all channels/formats.

COM 122 Interpersonal Communications

3 credits

Survey of psychological, environmental, cultural and socioeconomic variables that influence communications including speech and public awareness of message transactions. Exploration of appropriate tools to alter communication behavior. Emphasis on participation to strengthen communication skills as they apply to general media applications.

COM 223 Sports Reporting

3 credits

A survey of sports reporting/media including coverage, writing styles and practices as they apply to sports writing. An understanding and knowledge of how sports are covered along with the dynamics of how to report, economics,

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interviews, rules, etc. Students will read sports-related publications and also cover one sport on campus. Introduction to sports information directors and colleges.

COM 226 Equine Journalism

3 credits

Equine journalism is intended to combine a student's understanding of equine knowledge, horsemanship and interest in the media/communications fields that are applicable to the horse industry and possible career emphasis. Students will use their first-hand experience of care and teams do develop written narratives that could be used for magazine and newspaper interest. The course will also include an examination of horse magazines and current equine journalistic style and coverage.

COM 227 Topics in Communications

3 credits

These courses examine problems in Communication studies. While the focus varies for each offering, the courses emphasize detailed work with relevant ideas in a broad range of theory and practice. Topics include: Introduction to Journalism, Writing for the Media, Introduction to Public Relations, and Introduction to Social Media Practicum. Prerequisites: COM 101 and 122.

COM 327 Advanced Topics in Communications

3 credits

This course builds on students' experience in COM 227 Topics in Communications. Ideas and issues are examined in depth and the development of student-driven Communications information is emphasized. The topics of this introduction to a social media practicum will vary to allow students the opportunity to learn about a specialty area of journalism, such as sports journalism, international relations, economics, etc. Students will be introduced to the literature/periodicals of the topic and expected to report and write articles on the selected topic. Dialogue and papers will dominate. Prerequisite: One of the following: COM 227 Topics in Communications, COM 223 Sports Reporting, COM 226 Equine Journalism. Topics include: Investigative Reporting, Sports Journalism, Politics, Business, and Social Media.

COM 346 Media Law and Ethics

3 credits

Legal and ethics-based study of court rulings and other issues that concern media practitioners, especially with respect to censorship, obscenity, libel, copyright, privacy, intellectual property rights and First Amendment rights and responsibilities.

COM 454 Communications Practicum

1-3 credits

Supervised field experience working in the campus media.

COM 460 Contemporary Communications Practices

3 credits

This advanced course takes contemporary issues and examines them through theory and practice in Communications fields. The course is research oriented, asking students to investigate topics thoroughly through professional journals and other relevant materials. Prerequisite: Junior or Senior standing, or permission of instructor.

COM 470 Senior Seminar in Communications

3 credits

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Required of all majors and minors. Taken in the fall of senior year. This research course consists of either a thesis or a capstone project. Students complete individual projects while meeting as a class to develop critical evaluations of the work. The seminar allows students to focus on a wide range of communication areas including PR, social media, writing, editing, and advertising.

Computer and Information Science Courses

CIS 1 27 Introduction to Programming & Abstraction

3 credits

Using the C++ programming language, the student will learn to develop objects and methods to implement algorithms and abstractions. The emphasis will be on how to create an abstraction and how to test the validity of the abstraction. A strong emphasis will be placed on learning basic problem solving skills and how to apply these skills to problems that can be solved using a computer.

Offered Fall and Spring semesters

CIS 224 Introduction to Web Design

3 credits

Students will learn how to navigate in cyberspace and how to create an effective web page. Students will apply the techniques of outlining to producing effective and manageable web pages. They will learn how to manage a web site, and will create their own web page. Offered in alternate years, Spring semester

Creative Writing Courses

CW 221 Introduction to Creative Writing

3 credits

Students will study models of traditional and experimental poetry, fiction, creative nonfiction, and drama as they develop their own voices and styles through various writing exercises. Students will also learn the core vocabulary within each genre. (Required for the English and Creative Writing major.) Offered annually in the Fall semester

CW 220 Topics in Creative Writing

1.5 credits each

The CW Topics course provides students with an opportunity for in-depth exploration of one or more specialized areas within the genres of poetry, fiction, drama, and creative nonfiction. A workshop setting will allow students to produce work of their own in each area. Sample topics may include: Light Verse, Japanese Poetic Forms, Science Fiction, Fantasy, One Act Plays, Children's Theatre, Travel Writing, Memoir. Students may repeat this course to cover different topics. Prerequisite: CW 221 or permission of instructor. Offered annually in the Spring semester

CW Creative Writing Practicum

1-3credits

Students have the opportunity to experience hands-on aspects of the writing world through a variety of possible practica options:

CW 351 Fortner Writers' Forum Director

1 credit

The student director of the Fortner Writers' Forum is responsible for hosting each Thursday night's forum: dinner with invited writer, set-up, introductions, and breakdown. Prerequisite: consent of Forum advisor. (A maximum of 2 credits may be earned.) Offered Fall and Spring semesters

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CW 352 University Press Practicum **2 credits**

An intern will work closely with the St. Andrews Press Director to learn all aspects of a small press operations, such as submissions, editing, proofreading, telephone orders, cover design, and other activities. Prerequisite: consent of Press Director. Offered as needed

CW 353 *Gravity Hill* Editor **3 credits**

The editor of *Gravity Hill* is responsible for overseeing all aspects of the literary journal: call for submissions, reading all submissions for rejection or acceptance, layout, editing, proofreading, cover design, and promotion. Prerequisite: CW or English major and consent of *Gravity Hill* faculty advisor. Offered annually in the Spring semester.

CW 413 Writing Poetry **3 credits**

Advanced study and practice in writing poetry. Students will explore and discover different aspects of their poetic voices through numerous workshop exercises. Prerequisite: CW 221 or consent of instructor. Offered annually in the Fall semester

CW 432 Writing Prose **3 credits**

Advanced study and practice in writing prose in a workshop setting. Students may concentrate on short fiction or creative nonfiction. Opportunities for work on longer fiction or creative nonfiction such as the novella, novel or memoir will also be available within the course structure. Prerequisite: CW 211, junior standing, or permission of instructor. Offered annually in the Spring semester.

CW 479 Thesis and Presentation **4 credits**

All CW majors must submit a thesis of imaginative writing and a theory of writing. Students must also participate in an oral defense their theses before a committee of three faculty members. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration. Offered as needed.

CW 480 Publication **1 credit**

Students will learn the professional protocols for manuscript preparation and submission as well as exploring various literary journals for the publication of their work. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration or with consent of instructor. (This course is Pass/Fail.) Offered as needed.

Education Courses

***** Must be formally admitted to the Teacher Education Program and have passed the Praxis Core Academic Skills Test**

EDU 220 Child and Adolescent Development **3 credits**

This course covers the cognitive, emotional, social, physical, and moral development of children from infancy through adolescence. Basic theories of developmental psychology, the role of biology vs. environment, and the role of scientifically derived information as applied to children's development will be explored. Prerequisite: PSY 101. The course is offered annually during Fall and Spring Semester and during the Summer School Session.

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EDU 232 Integrating Movement in the Classroom

3 credits ***

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Education required. Elementary Education majors only. Offered annually in the Spring Semester

EDU 236 Technology for Educators

3 credits***

This course focuses on the North Carolina advanced technology competencies for educators. Emphasis is placed on using technology-based tools to facilitate teaching strategies specific to meet curriculum goals and manage instruction. Required for all teacher education majors. Offered annually in the Fall Semester

EDU 240 Math of Teaching and Learning

3 credits

This course is an introduction to the content, language and processes that is the central focus for K-12 integrated approach to mathematical concepts. Participants will explore the question: What kind of understandings and abilities should be emphasized to decrease mismatches between the narrow band of mathematical understandings and abilities that are emphasized in mathematics classrooms and tests, and those that are needed for success beyond school in the 21st century? It will focus on the nature of problem-solving activities involving computation, conceptualization, and communication. Students will explore the fundamental changes in the levels and types of mathematical understandings and abilities that are needed for success in today's career fields. Offered annually in the Spring Semester.

EDU 250 Education, Culture & Diversity

3 credits

An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform movements, and school law. Students will be assigned to a school setting classroom for field observations. Required for all teacher education majors. Prerequisite: 2nd semester freshman standing or above. Field experience required. Offered Fall and Spring semesters

EDU 302 Research and Analysis of Teaching Middle and Secondary Learners

3 credits ***

The purpose of this course is to prepare teacher candidates who plan to teach a unique group of learners, middle and secondary students. There will be an emphasis on researching the learning preferences and perspectives of the middle and secondary grade students. Learning and understanding theories of learning for adolescents is paramount. Focus will be on but not limited to the following topics: learning and retention, motivation, fostering creativity, struggling students and gifted students, classroom management and control, and braining research as it applies to adolescent students. Assessment, progress monitoring, informal assessment, and the impact of high stakes testing on middle school and secondary school students will be an important component of study during the course. Prerequisite: EDU 324 and EDU 310. Fall Semester. **Must have passed the Praxis Core Academic Skills Test**

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EDU 303 Integrated Content Methods for Middle/Secondary Grades **6 credits *****

This innovative approach to methodology at the secondary level is designed to prepare future teachers to plan effective instruction using an integrated approach to teaching. This is a 6 hour course that will include a required school based and middle school interactive component. Participants will focus on how to design instruction using rigor and interactive processes which help diverse learners meet core standards while learning career skills (communication, collaboration, critical thinking and creative problem solving). Participants will have a 40 hour required practicum with an assigned master teacher at a partner school. Pre-requisite EDU 324 and EDU 310. Spring Semester. **Must have passed the Praxis Core Academic Skills Test**

EDU 310 Curriculum and Instruction **3 credits**

This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Pre-requisite: EDU 324. Field experience required. Offered annually in the Fall Semester

EDU 311 Digital Learning Applications **3 credits**

This course is designed to teach pre-service teachers how to engage k-12 students in the learning process using digital tools. The North Carolina Digital Learning Competencies will be the guiding document for this course. Pre-service teachers will be expected to complete 10 hours of field experience as a part of the course evaluation. Special emphasis will be placed on the integration of content based standards and the NCDLC's toward effective and appropriate instructional design. Prerequisites: EDU 236 and EDU 310.

EDU 319 Literature for Children & Youth **3 credits *****

This course is an examination of literature appropriate for ages preschool through adolescence. Students learn to critique and select literature for classroom enrichment and for unit and interdisciplinary studies. Required for all elementary education, special education and middle grades education majors. Pre-requisite-281. Offered annually in the Spring Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 322 Reading & Writing in the Content Areas, 7-12 **3 credits *****

This course is designed to prepare students for teaching reading and writing skills to middle and high school students in physical education and health. The course will present an overview of the major approaches used to teach communications skills, which include reading, writing, speaking, listening and viewing. Cooperative learning, textbook analysis, and various assessment procedures will also be reviewed. Students will be required to teach demonstration lessons, participate in a field experience, develop a portfolio, and participate actively in the classroom's learning community. Required for Physical Education, K-12 majors and Middle Grades Education majors. Strongly suggested for special education majors. Pre-requisite: EDU 324 and EDU 310. Field experience required. **Must have passed the Praxis Core Academic Skills Test**

EDU 324 Educational Psychology **3 credits*****

This course is designed to provide a theoretical background for understanding learning motivation and classroom management. Major theories of learning are examined and connected with instructional planning and student study. Research on motivation is presented to assist pre-service teachers in creating environments that are supportive of self-direction and promote life-long learning. Classroom management models connected with behaviorist, social learning theory and cognitive learning theory will be critiqued toward the end of helping novice teachers to develop approaches to classroom management which are consistent with student-centered learning. Prerequisite: PSY 101 or EDU 220. Offered annually in the Spring Semester.

EDU 325 Foundations for Teaching Social Studies **3 credits *****

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The Foundations for Teaching Social Studies course will use an integrated study of students' surroundings; including their homes, schools, neighborhoods, communities and their state and nation. The course is intended to be a study of how people live and organize themselves in society, embrace geography, history, government, economics, civics, sociology and anthropology. Goals and objectives will be introduced and taught through rich content, illustration, graphics, and hands-on activities that will connect with the students' experiences. Students will be responsible for several cooperative group projects as well as individual assignments requiring outside reading and research. Students will learn to examine the perspectives of people as they begin to formulate a knowledge base of what led to the current state of economics and government. It is expected that by using creative and interactive learning experiences, this course will broaden the students' social understanding while laying the groundwork for civic efficacy. Prerequisites: EDU 236, EDU 250, and EDU 220. Offered annually in the Spring Semester. **Must have passed the Praxis Core Academic Skills Test**

**EDU 328 K-12 Healthful Living & Physical Education Methods
for the Physical Education Teacher**

3 credits***

This course is an examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7- 12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: EDU 310. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 332 Language and Literacy

3 credits***

This course is designed as an introduction to reading theory and instructional methods. Examines a variety of approaches to teaching reading. Simulation activities allow students to explore and critique current instructional practices and techniques. Prerequisite: EDU 310. Field experience required. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 338 Reading and Language Arts

3 credits***

This course is designed to ensure students will develop an understanding of the methods of teaching language arts with an emphasis on best practices and the development of a community of learners where a love for literature and writing is cultivated. Prerequisite: EDU 310. Field experience required. Offered annually in the Spring Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 339 Teaching Social Studies in the Elementary School

3 credits***

Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography, civics, politics, economics, sociology and anthropology in grades K-6. Course requirements include the development of an interdisciplinary unit. Required for all elementary education majors. Prerequisite: EDU 310. Field experience required. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 341 Teaching Science in the Elementary School

3 credits***

The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Required for elementary education majors. Prerequisite: EDU 310. Field experience required. Offered annually in the Spring Semester **Must have passed the Praxis Core Academic Skills Test**

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EDU 342 Teaching Mathematics in the Elementary School

3 credits***

The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Prerequisite: EDU 310. Field experience required. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 344 Classroom Management

3 credits***

This is a required course for all education majors. Strategies and techniques for setting the classroom environment, designing and implementing processes and procedures and addressing day-to-day administrative tasks are addressed in a practical manner. Participants will complete the course with an electronic toolbox directly related to classroom management. After successfully finishing all modules, students will present the electronic toolbox as the final project in Moodle. This course is offered online Spring, Summer and Fall.

EDU 352 Teachers as Leaders

3 credits***

This is a required course for the elementary education major. Teachers realize early in their career that being a successful educator is more complex than designing lesson plans, presenting curriculum and assessing student learning. This course is designed to help teachers develop awareness of the variety of roles they will fulfill as a teaching professional. It will help them build skills in following protocol, engaging in professional learning communities and building effective relationships with stakeholders. Participants will explore the multi-faceted components of their role as a professional educator. They will investigate methods for working effectively within systems both at the school level and as a district employee. The course will offer all participants an opportunity to seek resources at local, state, and federal levels and will help them learn to navigate the complexities of a bureaucratic system.

Participants will demonstrate skills in planning for engagement with policy-making, process development, and relationship building with colleagues, service agencies, school communities, and parents. They will create plans for professional growth and set goals for successfully moving from beginning teacher status to experienced professional. Participant reflections will address engagement in the process of mentoring others and how to help build and sustain quality professional learning communities.

Instruction for this course will be focused on helping teachers develop skills for collegial collaboration, effective relationship building with organizational stakeholders, and advocacy for students and the teaching profession. They will gain practical experience through course assignments and apply new information within the context of their current employment situation. They will demonstrate understanding of school funding as it applies to a classroom teacher. Offered annually in the Fall semester **Must have passed the Praxis Core Academic Skills Test**

EDU 355 The Exceptional Child

3 credits

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectation, and requirements to appropriately meet the needs of mainstreamed students are also discussed. Prerequisites: PSY 101 and EDU 220. Offered annually in the Spring Semester **Must have passed the Praxis Core Academic Skills Test**

EDU 365 Fine Arts in the Elementary School

3 credits

This is a required course for the elementary education major. Appropriate concepts, methods, and materials for

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integrating the arts (dance, drama, music, visual art) through the elementary school curriculum will be explored as students acquire skills appropriate to developmental age and core curricular concepts through an interdisciplinary design of instruction. A focus will be placed on using the theory of multiple intelligences to increase student capacity and achieve academic success in all disciplines. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites. Offered annually in the Fall Semester. **Must have passed the Praxis Core Academic Skills Test**

HPE 315 Skill Analysis- Individual Sports Methods

3 credits***

In this course students will examine teaching methods resources, relevant materials and strategies of teaching physical education content of individual sports for students in the elementary, middle and secondary grade levels. Students will examine best methods of designing appropriate lesson plans that assist students in developing necessary skills so they can comfortably and competently participate in a variety of games and activities for competitive and lifelong enjoyment. Designing and implementing appropriate movement options for disabled individuals will be included in lesson plan development.

Prerequisites for this course include: acceptance into the Education department as a Physical Education major, successfully completed BIO 221 and EDU 310. 6 clinical hours in a local public school is required in this course. **Must have passed the Praxis Core Academic Skills Test**

HPE 316 Skill Analysis – Team Sports Methods

3 credits***

In this course students will examine teaching methods resources, relevant materials and strategies of teaching physical education content of team sports for students in the elementary, middle and secondary grade levels. Students will examine best methods of designing appropriate lesson plans that assist students in developing necessary skills so they can comfortably and competently participate in a variety of games and activities for competitive and lifelong enjoyment. Designing and implementing appropriate movement options for disabled individuals will be included in lesson plan development. Prerequisites for this course include: acceptance into the Education department as a Physical Education major, successfully passed BIO 221 HPE 315 and EDU 310. 6 clinically hours in local public schools are required in this course. **Must have passed the Praxis Core Academic Skills Test**

**HPE 328 K-12 Healthful Living & Physical Education Methods
for the Physical Education Teacher**

3 credits ***

This course is an examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7- 12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: EDU 310. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

HPE 234 Adapted Physical Education, Sport and Recreation

3 credits***

This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences. Offered annually in the spring semester **Must have passed the Praxis Core Academic Skills Test**

HPE 370 Health Methods K-12

3 credits***

This course is designed as an instructional methods course to teach health Education to our teacher candidates. The

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course addresses theoretical concepts, knowledge, skills and dispositions of a professional health educator. The health educator will learn how to plan and coordinate a school health program. Candidates will also be able to assess individual and community needs and also serve as an advocate for health education. Prerequisite: EDU 310. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

HPE 402 Exercise Physiology

3 credits

Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain “homeostasis.” Lecture combined with laboratory. Prerequisite: BIO 221, Human Anatomy and Physiology I. Offered annually in the Spring semester

SPD 301 Building Collaborations in General Education Classrooms

3 credits***

This course is designed to introduce pre-service special education teachers to the concept of ‘inclusive education.’ Participants will explore the foundational principles of co-teaching in the general education classroom, observe the concept in a practicum experience and conduct research using the APA format. Participants will work in conjunction with general education pre-service teachers at the elementary and secondary level to design effective units of study. Pre-service teachers will explore and experience the concept of collaborative planning and teaching through a combination of observation and practice teaching within the LEA (local education agency). Pre-requisite: EDU 355. Offered annually in the Spring Semester **Must have passed the Praxis Core Academic Skills Test**

SPD 302 Learners with Mild Disabilities:

Theory and Application in the General Education Classroom

3 credits***

This course examines the characteristics of students with mild disabilities, and provides examples of the best teaching practices for inclusive education, behavior management, social skill instruction, and modifying classroom instruction specific to students with hidden and mild disabilities, including learning disabilities, mild intellectual disabilities and emotional disturbances. Prerequisite: EDU 355. Offered annually in the Fall Semester **Must have passed the Praxis Core Academic Skills Test**

SPD 303 Assessment Methods and Individual Education Programming

3 credits***

This course is designed to help pre-service special education teachers develop an understanding and basic skills in choosing and administering diagnostic assessments. Participants will explore current psycho-social inventories and other means for identifying specific learning issues for the purposes of providing Individual Education Plans. Pre-service special education teachers will observe and interview professionals in the field of education who routinely work with P-12 learners and administer assessments.

The second aspect of this course is designed to help pre-service special education teachers unravel the complexities of the Individual Education Plan development and implementation process. Participants will explore the basic components, engage in observations of IEP team meetings and interview students with IEP’s. An examination of the rights and privileges of parents in the planning process and how Special Educators can develop an environment of partnership and community between parents, students and school personnel will prepare pre-service special education teachers to conduct effective meetings using a learner centered approach. Pre-requisite: EDU 355. Offered annually in the Spring Semester. **Must have passed the Praxis Core Academic Skills Test**

SPD 305 Multisensory Teaching of Reading to Students with Disabilities

3 credits***

In this course, participants will develop skills for diagnosis of reading difficulties in students with disabilities. Participants will use a field based practicum to complete a case study and recommend methods and materials for meeting the language learning needs of students. They will develop a portfolio of resources and strategies to serve

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the learning needs of struggling readers grades P-12. Pre-requisite: EDU 355. Offered annually in the Spring Semester. **Must have passed Praxis Core Academic Skills Test**

SPD 310 Introduction, Trends and Issues in Gifted Education

3 credits

This course is designed as an introduction to the history, politics and concepts surrounding gifted education. Participants will explore how local school districts serve students identified as academically and intellectually gifted. Research and writing are strongly emphasized in this course. This online course is offered only in conjunction with SPD 312, SPD 314, and SPD315 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements. Offered in summer cohort groups.

SPD 312 Methods and Materials for Gifted Education

3 credits

This course is designed to help future teachers examine the characteristics of gifted students and presents methods of modeling the classroom curriculum to meet the needs of these gifted students. The course will explore the most current insights, regarding the characteristics of gifted learners and the pedagogy needed to meet their particular learning needs. The course will use, in part, a case study approach to examine the general ideas and concepts presented. Continued from previous course work – there will be discussions on intelligences, in-depth exploration of problem-based approach and its implications for learning. Focus is given to authentic and performance based assessment and special attention will be paid to non-traditional gifted students, including students from cultural minorities, students with outstanding intellectual gifts, and gifted girls and the dually identified student. This online course is offered only in conjunction with SPD 310, SPD 314, and SPD 315 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements. Offered in summer cohort groups.

SPD 314 Differentiating Instruction for Learners with Special Needs

3 credits

This course provides a theoretical, research-based framework and practical ideas for writing, implementing, and adapting curriculum for learners with special needs in a standards-based era. Participants are introduced to various curriculum theories, the Integrated Curriculum Model, and a process for curriculum design and development. Specific core subject areas and non-core subject areas (including thinking skills, creativity, leadership, and the arts) are addressed with practical examples and connections to standards with adaptations for both disabled and gifted learners. At-risk populations, connections to technology, interdisciplinary approaches, assessment options, and instructional and classroom management strategies are also explored. The course will provide pre-service teachers with resources teachers need to make informed decisions concerning their students with learning or behavior problems. Many classroom-tested strategies, including activities and games will be created and used during practicum experiences. Observation and demonstration lessons will help students identify strategies to address the specific learning needs of dually identified students also. This course is a part of the special education and middle grades education pedagogical requirements. It will be offered annually to undergraduates during the Spring Semester. Pre-requisites: EDU 310, EDU 324, and EDU 355. *This online course is also one of the courses required for an add-on licensure in Advanced and Intellectually Gifted Education along with SPD 310, SPD 312 and SPD 315 and will be offered as part of the intensive AIG summer cohort courses.*

SPD 315 Critical Thinking and Problem Solving

3 credits

This course explores the idea of lateral and creative thinking. It is designed to help future and in-service teachers learn and teach skills of creative problem solving and creative thinking processes. Using the works of Edward De Bono, Paul Torrance, Eric Gregorc and Mortimer Adler, participants will design learning activities to help students meet the four C's for 21st century thinking (collaboration, communication, creative problem solving and critical thinking.) This online course is offered only in conjunction with SPD 310, SPD 312, and SPD 314 to licensed teachers or undergraduate students in teacher education programs that have completed all other major requirements. Offered in summer cohort groups.

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SPD 320 Math for Special Learners

3 Credits***

This course a required course for Special Education majors. Participants will examine current research in mathematics instruction for students with learning disabilities. It will be focused on the state mathematical standards used to deliver instruction in the area of mathematics to learners with exceptional learning needs. Participants examine and analyze strategies that support learner development, learner differences, content knowledge, and application of content, assessment, planning instruction, and professional practices. This course requires a 10 hour field experience that will be used as part of the course evaluation. Prerequisites: EDU 324, EDU 355, and EDU 310. **Must have passed the Praxis Core Academic Skills Test**

EDU 423 Student Teaching

10 credits***

Students are placed in a public school setting under the direction and supervision of an institutional supervisor and a public school Cooperating Teacher. The basic student teaching experience provides an opportunity for the student to demonstrate in practice that they are Learner-Centered Professional Teachers. Prerequisite: Completion of all major requirements, completion of the application process, recommendation of the Teacher Education Committee, 3.0 G.P.A. This course is offered in the Fall and Spring Semesters. **Must have passed the Praxis Core Academic Skills Test**

EDU 425 Student Teaching Senior Seminar

2 credits ***

Seminars for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction. This course is designed to help the student with issues relating to transition into the world of work and graduate school. Taken concurrently with EDU 423 and is required for all education majors. This course is offered in the Fall and Spring Semesters. **Must have passed the Praxis Core Academic Skills Test**

English Courses

ENG 209 Survey of American Literature

3 credits

An overview of American literature from Colonial times through the present. (Required for the English and Creative Writing major). Offered annually in the Spring semester

ENG 211 Masterpieces of English Literature

3 credits

A survey of major works of English literature from the Medieval period through the 19th century Readings will generally be drawn from Beowulf, Chaucer, Spenser, Shakespeare, Milton, Donne, Pope, Johnson, Wordsworth, Shelley, Keats, Tennyson and Browning. Special attention will be given to the themes of perennial interest such as love and death, man and woman, nature, faith, freedom and servitude. (Required for the English and Creative Writing major). Offered annually in the Fall semester

ENG 221 Shakespeare's Comedies

3 credits

This course will focus on five comedies by William Shakespeare. Students will read and discuss plays chosen from among the following: *Taming of the Shrew*, *A Midsummer Night's Dream*, *As You Like It*, *The Merchant of Venice*, *Twelfth Night*, *Much About Nothing*, and *The Tempest*. The class will view at least one film version of each play studied and read examples of modern literary analysis. All students will write response papers. Offered in alternate years, Spring semester

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ENG 241 Survey of African American Literature

3 credits

This course will offer a survey beginning with the earliest African American writers and continuing through contemporary works and scholarship. Selected African American fiction, drama, poetry, and essays will be studied in cultural and historical contexts. Writers studied may include Wheatley, Douglass, Harper, Chesnut, Larsen, Hughes, Hansberry, Ellison, Morrison, and Gaines among others. Offered every three years

ENG 250 Poetry of the 20th Century

3 credits

This course will provide an overview of major poets and poetic movements in Anglo-American poetry of the 20th century. Poets to be studied will include: W. B. Yeats, Robert Frost, Ezra Pound, Marianne Moore, William Carlos Williams, T. S. Eliot, W. H. Auden, Allen Ginsburg, Sylvia Plath, Elizabeth Bishop, Gwendolyn Brooks, Mary Oliver, and Seamus Heaney, among others. Poetic movements to be studied will include: Imagism, Modernism, Confessional Poetry, the Beat Generation, the Black Mountain Poets, and various Postmodern movements. (Required for the concentration in Creative Writing) Offered annually in the Fall semester

ENG 278 Intro. to Critical Analysis and Literary Theory

3 credits

Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature. (Required for the English and Creative Writing major) Offered in alternate years in the Spring semester

ENG 280 Topics in American Popular Culture

3 credits

An intensive study of a variety of “texts” (both written and otherwise) in American pop culture. Topics might include the world of Disney, the romance novel, the Western, the detective story and film, and others. Offered in alternate years

ENG 281 Children’s Literature

3 credits

An introduction to the vibrant range of literature and film for children and adolescents: fairy tales, novels, poetry, picture books, illustrated texts, and animated movies. The course will focus primarily on British and American texts from the last 150 years. Offered in alternate years

ENG 282 Introduction to Pound Studies

1.5 credits

A study of the person, philosophy, poetry and criticism of Ezra Pound, “The Father of Modern Poetry,” the course will utilize Hugh Kenner’s *The Pound Era* and *Pound’s Selected Poems* as primary texts. One research paper will be required, along with outside readings. Usually offered Demi-semester 1 of spring semester; required of those anticipating study at Brunnenburg.

ENG 308 Victorian Literature

3 credits

A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: ENG 211 or junior standing. Offered in alternate years, Spring semester

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ENG 311 The American Renaissance **3 credits**

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: ENG 209 or junior standing. Offered in alternate years

ENG 317 Literature of the Romantic Period **3 credits**

A study of the chief poets and critics of English Romanticism. Prerequisite: ENG 211 or junior standing. Offered in alternate years, Fall semester

ENG 322 Shakespeare's Tragedies **3 credits**

This course will focus on five of William Shakespeare's major tragedies. Students will read and discuss the following plays: *Romeo and Juliet*, *Macbeth*, *Othello*, *Hamlet*, and *King Lear*. The class will view at least one film version of each play studied and read examples of modern literary analysis. There will be a culminating research project. Prerequisite: ENG 211, ENG 221, or junior standing. Offered in alternate years, Spring semester

ENG 325 Medieval Literature **3 credits**

This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer's *Canterbury Tales*, medieval drama, the legends of King Arthur, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: LIT 210 or ENG 211 or junior standing. Offered in alternate years, Fall semester

ENG 334 American Fiction of the 20th Century **3 credits**

A study of representative American fiction of the 20th century from a variety of traditions and ethnic perspectives. Prerequisite: junior standing or permission of the instructor. Offered in alternate years

ENG 340 T.S. Eliot **3 credits**

A detailed study of the plays and poems of this 20th century mover and shaker. Eliot's social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 250, or permission of the instructor. Offered every three years

ENG 359 Renaissance Literature **3 credits**

Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing. Offered in alternate years, Spring semester

ENG 362 Saints and Heroes of the Middle Ages **3 credits**

An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include *The Niebelungenlied*, *Tristan*, *Yvain*, *The Song of Roland*, and *Sir Gawain and the Green Knight*. This course is only offered overseas as part of the Brunnenburg program.

ENG 371 The Cantos: American Epic **3 credits**

A study of Ezra Pound's "Cantos" in relation to the poetry, politics, and philosophy of the 20th century. Attention

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will be given to other major poets of the time. This course is only offered overseas as part of the Brunnenburg program.

ENG 372 Myth and Agro-Archaeology

3 credits

An academic and field study of mythology and agriculture as the roots of culture, government and the fine arts. This course is only offered overseas as part of the Brunnenburg program. The course does not count toward the minor in English Literature.

ENG 377 Whitman/Dickinson

3 credits

Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed, Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including journal work, creative expression, and expository writing. Prerequisite: ENG 209 or junior standing. Offered in alternate years

ENG 378 Southern Literature

3 credits

A study of the writers and literary traditions of the American South from the colonial period to the present, but with special emphasis on the twentieth century. Authors might include Byrd, Jefferson, Poe, Kennedy, Chestnut, Jacobs, Chopin, Glasgow, Chesnut, Faulkner, Caldwell, Warren, Wolfe, Percy, Hurston, O'Connor, Welty, Styron, Walker, Betts, Smith, and others. Prerequisite: ENG 209, Junior standing or permission of instructor. Offered every three years

ENG 379 Women Writers

3 credits

A study of women's writings within a variety of cultures, historical periods, and literary traditions. Prerequisite: Junior standing or permission of instructor. Offered every three years

ENG 384 North Carolina Literature

3 credits

This course will provide students the opportunity to study the novels, short stories, and poems produced by North Carolina writers during the literary renaissance of recent decades. Writers may include Gibbons, Chappell, Edgerton, Frazier, Smith, and McCorkle among others. Prerequisite: ENG 209. Offered every three years

ENG 401 Milton

3 credits

Intensive reading of Milton's poetry with major emphasis on Paradise Lost, Paradise Regained and Samson Agonistes. Collateral readings from the prose. Prerequisite: ENG 211 or junior standing. Offered in alternate years, Fall semester

ENG 453 Senior Portfolio & Review

1 credit

This course will provide an opportunity for senior English majors and minors to collect and reflect upon samples of their skills in written literary analysis, to receive faculty evaluation of their work, and to prepare their postgraduate reading list. Required of senior English and Creative Writing majors with a concentration in English literature and of seniors completing a minor in English. Offered as needed

ENG 497 Academic Honors

3 credits

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Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit. Offered as needed

Equine Studies Courses

EQ 246 Introduction to Management of Equine Operations

3 credits

This class is designed to give the non-business major and the non-equine business major insights into the various career paths within the horse industry as well as the experience and educational requirements. The class is required for Therapeutic Horsemanship majors and available for students in other majors who will not take business courses but want an overview of equine business. The course will cover basic principles of management and organization, record keeping systems, marketing, liability and contracts and financial management. Students will write a prospectus and develop a business plan for a business they hope to enter into in the future. Prerequisite: EQ 255 or permission of instructor Offered annually in the Fall semester Note: This course does not count toward the major in Equine Business Management

EQ 248 Basic Riding Instructor Skills

1.5 credits

This course will cover the fundamentals of preparing, organizing and teaching riding lessons. Safety, lesson plans, ring skills, class control and the qualities needed to be an effective instructor will be covered. The goal of this semester course is to lay a foundation for teaching able-bodied beginner riders individually and in groups. The emphasis will be on safety and a progressive development of teaching skills. Through task analysis and problem solving the student will develop lesson plans, learn to evaluate and adjust to different situations in an effective and professional manner, and learn different techniques of expressing themselves to the riders. Offered Fall and Spring semesters

EQ 249 History and Theory of Modern Riding

3 credits

This course will provide the student with a historical overview of equestrian sports. The class will study the history of educated riding, the development of forward riding from Caprilli to George Morris, the development of modern dressage, and the history and origins of western sports. Pre-requisite: PE 262 and sophomore standing or permission of instructor. Offered annually in the Fall semester

EQ 255 Stable Management

3 credits

This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them both in theory and practical application. Offered fall and spring semesters

EQ 256 Stable Management Experience

1 credit

This class is designed to immerse the student in the challenges, routines, skills, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager. Students will be responsible for the care of one or more horses. Students will learn and have opportunity to practice the skills needed to become a stable manager. Offered fall and spring semesters

EQ 257 Basic Riding Instruction Skills Practicum

1 credit

This course provides an introductory level opportunity for the application of skills and techniques developed in the Basic Teaching Skills for Riding course. The student will assist an instructor to develop their practical skills and

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stimulate their awareness and response to issues involving safety. Prerequisite: EQ 248. Offered Fall and Spring semesters

EQ 275 – Riding Instruction Practicum

1 to 3 credits

This course is designed for the student who wishes to continue develop their skills as a riding instructor. The student will be assigned to a weekly riding class to serve as an active teaching assistant. Teaching skills will be evaluated following Certified Horsemanship Association (CHA) standards. Special Conditions: Permission of Instructor. Must have attained Hackers rank and completed EQ 248 & EQ 257 Offered infrequently

EQ 280 Natural Horsemanship

2 credits

This course studies the philosophy and theory behind Natural Horsemanship. The student will study the methods and techniques used primarily in Natural Horsemanship. Parelli will be the primary focus of the class although other practitioners will be studied. The class combines theory with practical application. A fee is required for this course. Students are expected to purchase their own equipment. Offered annually in the Spring semester

EQ 340 Equine Business Management

3 credits

This class is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principals of management, record keeping systems, liability and contracts and developing a business plan will be considered in class discussions. Students will write a prospectus and develop a detailed business plan for a business they hope to enter into in the future. The class requires all students to use Excel spreadsheets for forecasting and planning. Prerequisites: EQ 255 and ACC 201 junior standing. Offered annually in the Spring semester

EQ 342 Form to Function: Principles of Horse Judging

3 credits

The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the horse on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: Junior standing. Offered annually in the Fall semester

EQ 350 Horse Science I

3 credits

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the horse's functional anatomy & physiology. Special emphasis will be given to the musculoskeletal, digestive, respiratory, circulatory & nervous systems of the horse, as well as a brief review of equine evolution. The student will be able to relate the study of equine anatomy & physiology to horse husbandry theories & practice. In addition, the student will develop problem-solving skills in regards to presentations of common equine diseases & the therapeutic options available for treatment. Prerequisite: EQ 255, EQ 256 or permission of instructor Offered annually in the Fall semester

EQ 375 – Adv. Riding Instruction Practicum

1 to 3 credits

This course is designed for students who wish to continue develop their skills as a riding instructor. The student will be assigned to a weekly riding class to serve as an active teaching assistant. Teaching skills will be evaluated following Certified Horsemanship Association (CHA) standards. **Offered infrequently**

Special Conditions: Permission of Instructor. Must have attained Hackers rank and completed EQ 248 & EQ 257

EQ 415 Current Therapies in Equine Internal Medicine

3 credits

This course will acquaint the student with a detailed overview of current equine internal medicine disorders, with practical aspects of diagnosis & therapeutic management. Understanding basic equine pathophysiologic mechanics is essential in the management of complex disease processes & will be reviewed for a better comprehension of the equine medical disease process. The class will be structured to address specific diseases along system-based lines to

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include respiratory, gastro-intestinal, urinary, hepatic, cardiac, ophthalmology, & neurological disorders.
Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing Offered in alternate years, Fall semester

EQ 416 Introduction to Equine Clinical Pharmacology **3 credits**

The principle goal in this course is for the student to acquire a working knowledge of commonly employed pharmaceuticals that are used in the medical treatment of horses. Classifications of drugs, misuse of over-the-counter medications, mechanism of actions, as well as side effects, will be studied. General principles such as drug absorption, distribution, metabolism, therapeutic index and interactions will also be discussed. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing Offered in alternate years, Spring semester

EQ 417 Equine Orthopedic Lameness **3 credits**

The purpose of this course is to acquaint the equestrian student with an organizational, scientific approach to the diagnosis, treatment and athletic management of equine lameness. This will be accomplished in three separate sections of the course. The course will be equally divided between lectures and labs. During the initial section, orthopedic anatomy and equine biomechanics will be reviewed. In the second section, we'll combine anatomy and biomechanics with the art of insightful observation of the horse on the flat and under saddle. The final section will incorporate discussion of the latest scientific technology for diagnosis, as well as common dysfunctions, etiology and prognosis interrelated to the competitive implications for the best management of the athletic horse. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing. Offered in alternate years, Spring semester

EQ 420 Equine Nutrition **3 credits**

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine gastrointestinal anatomy and physiology as related to the process of digestion, absorption, and utilization of nutrients. Special emphasis will be placed on lipids, carbohydrates, proteins, vitamins and minerals and their relationships in feed concentrates and in forage. Different aspects of nutritional requirements and deficiencies will also be discussed. The student will be able to apply the basic principles of equine nutrition in order to develop and balance a feed rationing program for horses at any stage of life and athletic capacity. Prerequisites: EQ 255, EQ256 and EQ 350 or permission of instructor Offered in alternate years, Fall semester

EQ 422 Horse Science II - Equine Reproduction & Genetics **3 credits**

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine reproductive anatomy & physiology, equine neonatology & introductory concepts in equine genetics. Reproduction labs will emphasis mare & stallion reproductive evaluation & readiness for breeding. The student will be able to relate the study of equine reproduction & genetics to current breeding husbandry & management techniques. In addition, the student will develop problem-solving skills in regards to presentations of common equine reproductive problems encountered & the therapeutic options available for treatment. Prerequisite: EQ 350, EQ 255, EQ 256 or permission of instructor Offered annually in the Spring semester

EQ 225/325/425 – Topics in EQ **3 credits**

These courses examine topics in the equine studies disciplines that are only introduced when a significant number of students show a specific interest. Examples include such topics as ANRC rated rider testing, Riding Instructor Teaching Techniques, horse judging, event management, coaching, showing or schooling hunters and training green horses. Prerequisites: depends on the content of the course or Permission of the Instructor. Offered infrequently and may require extra fees.

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Forensic Science Courses

FOR 201 Introduction to Forensic Science

4 credits

This course will emphasize scientific investigation of crime. Students will become both detective and criminalist as they learn how to secure a crime scene, and collect and analyze physical evidence. Students will learn how to: 1) do blood typing and DNA analysis, 2) analyze blood splatter patterns, 3) analyze hair and fiber samples, 4) find and lift latent fingerprints and compare to established database, 5) identify the source of ink samples from handwritten notes, and 6) develop a psychological profile of the criminal. Using actual cases, the class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make judgments regarding the weight of the evidence, and to either identify or eliminate suspects. Legal issues such as the insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined. Offered annually in the Fall semester

FOR 210 Topics in Forensic Science

2 credits

These courses examine specific issues and/or techniques related to solving crime. The focus will vary with each offering and examples include Fingerprint Classification and Identification, Criminal Profiling, Police Photography, Blood Spatter Analysis, Ethics in Criminal Justice, Interviewing/Interrogation Techniques, or Question Document Analysis. Prerequisite: FOR 201. Offered annually in the Spring semester

FOR 401 Crime Scene Investigation/Evidence Collection

3 credits

Advanced course in the identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class will cover the importance of: 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects. Prerequisite: FOR 201 and upper level standing or consent of instructor. Offered in alternate years, Spring semester

FOR 402 Microanalysis of Trace Evidence

4 credits

Advanced course in the identification and analysis of physical evidence previously recovered from a crime scene. Students will learn what types of analysis is best suited to specific forms of evidence. The class will cover: 1) the importance of maintaining a chain of custody and proper documentation, 2) how the different major types of analysis are performed and how to choose the proper technique for the evidence, 3) the theory behind the techniques, and 4) how to discuss the accuracy and precision of the technique in relationship to such information as population statistics. Prerequisite: FOR 201 and upper level standing or consent of instructor. Offered in alternate years, Spring semester

French Courses

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FRE 151 French Language I

3 credits

This is an entry-level course in French that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with FRE 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading, and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student. Offered annually in the fall.

FRE 152 French Language II

3 credits

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four skills approach as FRE 151. The course opens with a brief review of essential grammatical structures and vocabulary from FRE 151. It then moves to the acquisition and use of more sophisticated language structures and additional general vocabulary appropriate to everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student. Prerequisite: FRE 151 or equivalent. Offered annually in the spring.

Game Art and Design Courses

GAM 100 Game Art Foundations

3 credits

This course is an introduction to the concepts and software used in game art development. Students will learn the basics of 3D modeling, texture creation, and level design. Much time will be spent becoming familiar with the tools and user interface of the software. This course will set the foundations for more advanced study in the individual components of game art creation. This course is appropriate for the casual game enthusiast as well as students interested in the major. No Prerequisites Offered Fall and Spring semesters

GAM 202 Textures and 2D Art I

3 credits

Students will learn the basics of creating textures and maps. These will be used to build shaders and materials to apply to 3D models. Developing skill in painting software will be emphasized. Prerequisite: GAM 100 Offered annually in the Fall semester

GAM 203 Modeling I

3 credits

An exploration into the basic techniques of 3D modeling in the computer. Students will learn modeling from primitives, beveling and extruding, transformation techniques, UV maps and spline patching. Some time will be spent discussing optimization of meshes for import into the game engine. Prerequisite: GAM 100 Offered annually in the Spring semester

GAM 302 Textures and 2D Art II

3 credits

The emphasis of this class will be to construct complex shaders and shading systems to enhance the realism of the game environment. Also, we will build a user interface for use in game. Prerequisite: GAM 202 Offered annually in the Fall semester

GAM 303 Modeling II

3 credits

A continued investigation into the techniques of 3D model making. Students will use sub-division, and nurbs modeling techniques in addition to those learned in Modeling I to make environment models to populate and construct their game levels. An introduction to soft body/character modeling will be presented. Prerequisite: GAM 203 Offered annually in the Spring semester

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GAM 304 Level Development I **3 credits**

This course concentrates on developing a playable level from game assets created by the student. Students will work with game editing software from concept to finished level. Topics include: concept art, BSP geometry, static meshes, materials, lighting, terrain, physics, and level optimization. Prerequisites: GAM 202, GAM 203 Offered annually in the Spring semester

GAM 306 Animation **3 credits**

Focuses on basic key frame animation: understanding timing, graph editing and animation nodes. Students will stage and animate several sequences for use in the game engine user interface. Prerequisites: GAM 203 Offered annually in the Fall semester

GAM 403 Modeling III **3 credits**

Focuses on character modeling. Students will make low poly count meshes for use in game. These same models will be the basis for hi-res models used for detailing and generating normal maps. Prerequisite: GAM 303 Offered annually in the Fall semester

GAM 404 Level Development II **3 credits**

A continued look at game editing software. Topics include: advanced material construction, volumes, physics objects, special effects, particle systems, sound, and animation. Prerequisite: GAM 304 Offered annually in the Spring semester

GAM 406 Character Rigging and Animation **3 credits**

This course concentrates on building a “skeleton” rig that is associated with a character model, thus allowing the character to move/run/ speak. Once a model has a “rig” it can be animated to accomplish a variety of in-game actions. Students will use their models to construct animated vehicles and characters for the game engine. Prerequisite: GAM 306 Offered annually in the Fall semester

GAM 411 Game Project **3 credits**

This is a collaborative effort where a team of students will create a new game or mod of their own content. This is a course to showcase the ability of the students and will be a major part of their demo reels. Prerequisite: Senior standing in the major or Permission of the instructor. Offered as needed.

Gender Studies Courses

GS 101 Introduction to Women’s and Gender Studies **3 credits**

An interdisciplinary course that provides students with the tools necessary to critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences. Offered alternate years with GS 200

GS 200 Feminist Theory **3 credits**

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This course explores the history of the women's movement in the United States and of the feminist theories developing in conjunction with it. Students are encouraged to begin investigating how these theories impact various academic disciplines. Offered alternate years with GS 101

GS 301 Topics in Gender Studies **3 credits**

Topics in Gender Studies is an upper-level course that will explore more deeply into specific issues concerning gender. Possibly topics include Global Feminism, Gender and Popular Culture, American Masculinities, and Readings on Gender and Sexuality. Prerequisite: either GS 101 or GS 200 or junior standing.

GS 400 Senior Thesis Project **1-3 credits**

In consultation with designated faculty contacts, students will design and propose a senior project formulated to synthesize their study of feminist theory with their disciplinary interests. Offered as needed

History Courses

HIS 201 American History Survey I **3 credits**

Covering the period from the fifteenth century to the mid-nineteenth century, this course is an introduction to America's foundation and early growth. Students will also learn the fundamentals of historical research and interpretation. Offered annually

HIS 202 American History Survey II **3 credits**

Chronologically following Survey I, students will examine American history between the Reconstruction period and the 1990s. Students will work with primary sources and practice interpretive skills. Students do not need Survey I to succeed in this course. Offered annually

HIS 209/309 North Carolina History **3 credits**

A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina. Offered annually

HIS 210 Modern Western Civilization **3 credits**

A study of western civilization with an emphasis on modern revolutions, including the English Revolution, the American Revolution, the French Revolution, the Russian Revolution of 1917, and the Nazi Revolution. Attention will be given to revolutionary backgrounds and to historical perspectives and interpretations. Offered infrequently

HIS 215/315 Topics in European History **3 credits**

These courses examine problems in European history not fully addressed in other offerings. Certain topics may be offered singularly at the 200 or 300 level rather than presented as a shared, split level course. While the focus will vary with each offering, the courses will feature detailed work with primary sources. Topics range in time from

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the medieval period to the modern and include women's history. European revelations, country-specific histories, ethnic, religious, and political history.

HIS 214/314 Topics in American History **3 credits each**

These courses examine problems in American history not fully addressed in the survey courses. Certain topics may be offered singularly at the 200 or 300 level rather than presented in a split course. While the focus will vary with each offering, the courses emphasize detailed work with primary sources. Topics range in time from colonial to modern America and include Race in Early America, US Women's History, Jacksonian America, the US South, Colonial America, Historically Bad Behavior, the New South, and Nineteenth Century America. Offered every semester

HIS 225 Introduction to Public History **3 credits**

This course demonstrates how history intersects with public life. Students will also consider the place of public history in the discipline. The class explores applying historical knowledge in the conservation and representation of the past. Issues include cultural preservation, historical anthropology and archaeology, historical preservation, and the business of public history. Offered annually in the Spring semester

HIS 248 African American History Survey **3 credits**

This course offers a study of African Americans from the colonial period to the Civil Rights era. Students will pay special attention to the development of African-American identity, culture, and the quest for freedom and equality. Topics include the slave trade, slavery, the Civil War, Reconstruction, the Jim Crow era and the Civil Rights Movement. Offered every three years

HIS 335 United States Slavery **3 credits**

This course offers students the opportunity to develop an understanding of American slavery from the early trans-Atlantic trade to the end of slavery during the Civil War. Primary and secondary source materials offer the chance to analyze slavery as it changed over time and region. Topics include: race and slavery, the slave community, plantation agriculture, slave resistance, and the politics of slavery. Offered every three years

HIS 325 Junior Methodology and Research Seminar in History **3 credits**

Required of all majors and minors. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation through historiography. In addition, seminar members will learn research strategies in secondary and primary sources, while bringing a critical, analytical reading to the discipline. Offered annually

HIS 334 Civil War & Reconstruction **3 credits**

A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South. Offered every three years

HIS 345 The American Civil Rights Movement **3 credits**

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Starting in the Reconstruction period and culminating in the 1960s, America's confrontation with inequality remains a central story. This course examines the origins and maturity of black Americans' efforts demanding freedom from discrimination. The course will address at least three main questions: First, how is the movement understood in the context of the longer black freedom struggle and resistance to segregation in the South? Second, why did the movement take place when it did? Third, how does the movement fit into our understandings of social movements? Prerequisite: HIS 202 or permission from the instructor. Offered every three years

HIS 353 The French Revolution and Napoleon **3 credits**

A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century. Offered in alternate years

HIS 355 The Turn of the Century & World War I **3 credits**

A study of the developments in Europe from the 1880s until 1920 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era. Offered in alternate years

HIS 356 The Second World War & the Holocaust, Europe 1919-1945 **3 credits**

A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world. Offered in alternate years

HIS 357 The Second World War; Asia & the Pacific, 1919-1945 **3 credits**

A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined. Offered in alternate years

HIS 395 Academic Internship in Public History **3 credits**

Students will submit an internship plan for work in a public history setting. Appropriate sites include museums, archives, state and federal historic sites, contract archaeology firms, and historic preservation businesses. This course requires departmental approval. Offered as needed

HIS 410 Topics in Southern History **3 credits**

This course will address themes historians deem important for understanding the American South's history. Course focus will vary with each offering. Topics range in time from the early colonial period to modern America. Special emphasis will be placed on evaluating historiographical arguments. Prerequisite: HIS 201 or 202, and one 300 level history course, also available with the permission of the instructor. Offered every three years

HIS 412 American Religious History **3 credits**

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What is religion's role and function for a society as religiously pluralistic as the United States? This course addresses the question of religion in a pluralistic society by studying the development of religion in America. Emphasis on change over time will illuminate how Americans have allowed religious diversity with a minimum of conflict. Topics include Native-American religion, European religion in colonial America, women and the church, evangelicalism, African American religious culture, and religious minorities. Prerequisites: HIS 201 and 202, or permission from the instructor. Offered every three years

HIS 425 Senior Research Seminar in History **2 credits**

Required of all history majors; taken in the senior year, strongly recommended for minors. An exploration of various historical topics selected by students with faculty approval. This research course provides a framework for students to complete a detailed historical examination using primary and secondary sources. Students will develop original interpretations of the past while placing them within the context of extant scholarship. Offered annually

HIS 491 Honors Seminar **3 credits**

Admission to this course is by invitation of the history faculty. It stresses historiography, research design and techniques, and preparation of a student's own original research project. Offered as needed

HIS 497 Honors Research **3 credits**

Admission to this course is restricted to those who have successfully completed HIS 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship. Offered as needed

HIS 498 Practicum in Library and Archival Science **3 credits**

This practicum is an introduction to the skills and ideas behind library and archival science. Students will learn the basic principles of library management, how to access materials and electronic information, and effective ways of storing and preserving information. Offered as needed

Honors Courses

HON 250 Introduction to Honors **1.5 credits**

Introduction to the challenges of Honors through the study of selected readings, images, discussions, and experiences. Emphasis on encountering new ideas and concepts and developing an ability to express one's own ideas and insights with greater clarity and effectiveness. Required of all first year Honors students. A demi-semester course offered annually in the Fall semester

HON WRT 120: Ethical Issues Seminar **3 credits**

A seminar focused on the ethical dimension of selected major personal, social, biological, and/or environmental issues. Required of all first year Honors students. Offered annually in the spring semester

HONORS Section of SAGE 230 **3 credits**

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the

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commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course. Offered annually in the Fall semester

HONORS Section of SAGE 240

3 credits

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course. Offered annually in the Spring semester

HON 300 Modern Civilizations

3 credits

An interdisciplinary seminar focused on modern civilizations. Required of all junior Honors students in the fall semester of the junior year.

HON 361 Junior Seminar in Honors

3 credits

Honors students in the seminar will write and defend an integrative paper drawing together under a single theme the learning and experiences encountered in the Honors program. Additional readings on selected topics. Required of all junior Honors students in the Spring semester of the junior year.

HON 400 Senior Honors Thesis

3 credits

A capstone experience in the General Honors Program. Each senior Honors student will pursue a major, mentored, research project in an area of intellectual interest to the student. The Director of General Honors may accept course work for Honors in a Major as fulfilling this requirement. Taken normally in the Fall Semester of the senior year.

HON 290/390 Special Studies in Honors

1 - 4 credits

Study/travel to other cultures sponsored by General Honors Program or service/learning projects sponsored by the General Honors Program.

HON 298/398 Teaching Practicum

1-3 credits

Student tutoring and mentoring in an Honors course. Offered as needed

Healthcare Services Administrative Courses

HSA 301 Healthcare Setting Analysis

3 credits

This course will present various approaches to the operation and quality management of healthcare organizations. Topics addressed will include: continuous quality improvement, management processes in healthcare, client education, analysis and assessment of healthcare structures and systems. Junior standing or permission of instructor required.

HSA 310 Research Methods in Healthcare

3 credits

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This course will present an overview of the scientific processes and research methods required to conduct research in healthcare and health services. The importance and impact of health services research will be explained. This course will provide a foundation for healthcare professionals in the research methodologies used to support evidence-based practices, policies, and programs in the healthcare field. Junior standing or permission of instructor required.

HSA 415 Leadership in Healthcare Organizations **3 credits**

This course introduces a broad range of concepts, theories, and practices important for a basic understanding of leadership and its application in the field of healthcare services. Topics will focus on various styles and approaches to effective leadership. The course will provide an opportunity to apply leadership principles to realistic situations and problems in the healthcare profession. The role of patient-centered leadership and collaborative leadership in achieving organizational goals will also be considered. Prerequisites: Junior standing and HSA 301.

HSA 450 Risk Management in Healthcare **3 credits**

This course will explore the process of developing and maintaining risk management programs in the healthcare field. Topics will include: how an organization identifies, assesses and reduces risks to patients, visitors, staff, and institutional assets and the resources needed to develop a strategic approach to risk management. Prerequisites: Junior standing and HSA 301.

Interdisciplinary Studies Courses

IDS 401 Senior Experience in Interdisciplinary Studies **1 credit**

This course is the senior capstone experience in the Interdisciplinary Studies major. Students will write a synthesizing essay focused on the theme and learning outcomes developed for the Interdisciplinary Studies contract and reflecting upon the integration of disciplines included in the contract. There will be an oral presentation and discussion of the essay involving faculty members from each discipline included in the major contract. As appropriate to the theme and learning outcomes of an individual Interdisciplinary

Literature Courses

LIT 210 Classics of the Western Literary Tradition **3 credits**

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition. Offered in alternate years, Spring semester

LIT 215 Black Mountain Poets **1.5 credits**

This course will be a study of the major poets of Black Mountain University, The Black Mountain Review, and Donald Allen's The New American Poetry. Poets to be studied will include Charles Olson, Robert Creeley, Allen Ginsberg, Robert Duncan, and Denise Levertov. Students will write one major critical essay and produce a final project which may be an analytical paper or a portfolio of their own poetry written in response to the course readings.

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LIT 275 Japanese Fiction: An Introduction

1.5 credits

An introduction to Japanese Fiction, a vital part of modern letters rooted in ancient Japanese culture and perhaps the first novel, *The Tale of Genji*. Texts will include works by Tanizake, Kawabata, Mishima, Abe, and Oe and projects will introduce Soseki, Dazai, and others. Historical perspective will be gained from works by Benedict, Keene, Richie, and Reischauer.

Mathematics Courses

MAT 106 Mathematics: The Science of Patterns

3 credits

This course engages the student in various mathematical topics interweaving historical highlights and current developments. Its purpose is to extend the student's ability to reason with quantitative information and to develop the critical thinking and quantitative reasoning skills needed to understand major life issues. Offered Fall and Spring semesters

MAT 115 Precalculus

4 credits

This course consists of lectures and laboratory work and uses computers and graphing calculators. The course stresses concepts necessary to properly understand Calculus, with particular emphasis on functions and their graphs, mathematical modeling, and problem solving. Special emphasis will be placed on linear, exponential, logarithmic and trigonometric functions, and an introduction to data analysis. Offered annually in the Fall semester

MAT 216 Topics in Discrete Mathematics

3 credits

This course consists of topics including Graph Theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting principles, with applications to coding and genetic codes; permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to algorithmic techniques. Prerequisite: Either MAT 115 or permission of the instructor. Offered in alternate years, Fall semester

MAT 221 Calculus I

4 credits

This course consists of lectures and laboratory work. The concept “function” is studied from graphical, numerical, and symbolic viewpoints with emphasis on linear, exponential, logarithmic, and trigonometric functions. Limits and derivatives are studied, with emphases on rates of change, tangent lines, and local linearity as well as differentiation rules. Applications such as optimization and related rates of change and an introduction to the integral are studied. Prerequisite: Either MAT 115 or permission of the instructor. Offered annually in the Spring semester

MAT 222 Calculus II

4 credits

This course consists of lectures and computer labs and meets five hours per week. Differential equations and initial value problems are studied, with emphasis on geometric and modeling perspectives. Integration, symbolic and numerical, is studied in detail, with applications, including distance, area, volume, centers of mass, arc length, and probability. Sequences and series of numbers and functions are studied. Computers and computer labs are used throughout. Prerequisite: Either MAT 221 or permission of the instructor. Offered annually in the Fall semester

MAT 225 Introductory Statistics

3 credits

This course is an introduction to elementary techniques of statistics and emphasizes exploratory data analysis, design of observational and experimental studies, and the use of statistical inference in the study of population parameters. The course includes both confidence interval and hypothesis test procedures. Prerequisite: At least

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sophomore standing or permission of the instructor. Offered Fall and Spring semesters

MAT 310 Multivariable Calculus

4 credits

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green's Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: MAT 222. Offered in alternate years, Spring semester

MAT 312 Linear Algebra & Applications

4 credits

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of the general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of R^n , eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: MAT 222. Offered in alternate years, Spring semester

MAT 340 Ordinary Differential Equations: A Model Theoretic Approach

4 credits

This course consists of lectures and computer labs and meets five hours per week. Throughout this course, mathematical models are used to introduce, illustrate, and motivate various concepts. Among the topics treated are first order equations, numerical methods, second order linear equations with applications to mechanical vibrations and harmonic motion, higher order linear equations, Laplace transform, series solutions, matrix methods for linear systems, and nonlinear systems. Computer experiments are designed to deepen understanding of concepts, and to carry the study of certain topics to further exploration. Prerequisite: MAT 312, or permission of instructor. Offered in alternate years, Fall semester

Music Courses—Theory/Performance

MUS 110 Music Fundamentals

3 credits

This course requires no previous musical experience and is also beneficial for students with some musical experience. The curriculum helps the student develop a basic knowledge of music theory that includes learning to read pitch, rhythms, scales, and chords. This basic music theory course is not as challenging as MUS 212 (please see MUS 212 Basic Musicianship I). The knowledge gained is then applied to actual musical performance which may include singing, playing recorder or playing piano from a printed score. The course meets the Arts and Aesthetics breadth requirement. Offered annually.

MUS 115 Piano for Beginners

3 credits

The course offers the student an opportunity to learn basic piano technique and rudimentary music reading skills through group instruction, supervised practice and with frequent evaluation. No previous musical experience is required. Music minors in voice and bagpipe are encouraged to demonstrate piano proficiency at a level comparable to the completion of one semester of this class. The course meets the Arts and Aesthetics breadth requirement. Offered Fall and Spring semesters.

MUS 120 The Art of Singing

3 credits

This course features designed group instruction for students with an interest in singing who have had no previous formal private instruction. Topics considered include the anatomy of the voice, basics of breathing, phonation, enunciation and tone production. The course meets the Arts and Aesthetics breadth requirement. Offered annually.

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MUS 130 Guitar for Beginners

3 credits

The course offers the student an opportunity to learn basic guitar technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. Each student is expected to provide his/her own guitar, but this is not mandatory. No previous musical experience is required. The course meets the Arts and Aesthetics breadth requirement. Offered Fall and Spring semesters.

MUS 140 Bagpiping for Beginners

3 credits

The course offers the student an opportunity to learn basic bagpipe technique and traditions, along with rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required. Offered infrequently.

MUS 212 Basic Musicianship I

3 credits

This course is a study of scales, harmony, intervals, notation and musical structure. Students learn basic rules of harmonic function, melody writing and voice leading along with an understanding of the music from which these rules are derived. Aural skills studies are also part of the course work. This course is a more advanced and accelerated version of MUS 110 and a requirement for all music minors. Students with no musical experience or some musical experience are welcome to enroll. The course meets the Arts and Aesthetics breadth requirement. Offered every two years.

MUS 213 Basic Musicianship II

3 credits

This course is a continuation of MUS 212 Basic Musicianship I with further emphasis on harmonic function and analysis of larger forms of music. Aural skills studies are also part of the course work. This course is a requirement for all music minors. Prerequisite: MUS 212. Offered every two years.

MUS 218 Intermediate Piano Class

3 credits

This course is a continuation of MUS 115 Piano for Beginners with the selected literature and technical exercises being gradually more challenging and musically demanding. This course is designed for the student who would like to progress on to private piano study. A prerequisite of MUS 115 or permission of the instructor is required. Offered every two years.

Music Courses – History

MUS 194 Music Appreciation

3 credits

Music Appreciation is an overview of music of the Western World from the medieval era to the present. Historical styles and genres of mostly European music will be studied. Emphasis will be placed on the historical and cultural times that influences and various style periods. Basic elements of music and necessary terminology will be taught. Aural skills will be developed by listening to masterworks by great composers. No prerequisites are required to enroll in this course. The course meets the Arts and Aesthetics breadth requirement. Offered annually.

MUS 250 Selected Topics in Contemporary Music

3 credits

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This course will address sub-genres of either popular or art music created between 1900 and the present. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. Offered infrequently

MUS 256 Introduction to Music Literature **3 credits**

A broad overview of music in the Western European tradition, with particular attention to historical, cultural, aesthetic, and philosophical trends. All major stylistic periods will be considered, beginning with the medieval and ending with trends in contemporary art music. This course is a requirement for all students seeking a minor in Creative Studies. Offered infrequently.

MUS 257 Popular Music in America **3 credits**

This course will address the genres of popular music created between 1900 and the present. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. No previous musical experience required to take the course. Offered every two years.

MUS 274 Music of the Celtic World **3 credits**

A survey of the musical traditions found among the Celtic peoples of Western Europe, including the traditions of Scotland, Ireland, Brittany, Galicia, and Wales. Discussions will consider the historical backgrounds and cultural concomitants of each music studied. Students will do extensive listening, supported by the St. Andrews “Thistle and Shamrock” Archives. Guest lecturers/performers will provide additional insight into various aspects of Celtic music. Offered infrequently

MUS 275 Selected Topics in World Music **3 credits**

This course will address genres music indigenous to non-Western and Western cultures. The course focus can vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. Offered infrequently

MUS 365 Selected Topics in Western Art Music **3 credits**

This course will address sub-genres of music in the Western art tradition. Course focus can vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. This course is a requirement for all music minors. Offered every two years.

Music Courses – Ensembles

Ensembles are open to all students attending the University. Auditions are required unless otherwise approved by the ensemble director. Students enrolled in performing ensembles are required to participate in all performances of those organizations. Five credit hours of ensemble are required for a minor in music.

MLE 103 University Choir **1 credit**

Open to all interested students by audition or permission from the director. Auditions are heard throughout the academic year. All music is for mixed choir (either SATB or SAB). Although no previous choral experience is required, basic music reading skills are helpful. Ensemble membership requires weekend performances in area churches as well as performances at various community and specific University functions. Prerequisite: audition and/or permission of director. May be repeated for credit. The course partially meets the Arts and Aesthetics breadth

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requirement (3 credits are needed to complete the requirement). Five credit hours of ensemble are required for a minor in music. Offered Fall and Spring semesters

MLE 106 Beginning/Intermediate Bagpipe Band **1 credit**

An ensemble for less experienced pipers and drummers and those who have taken MUS 240, Bagpiping for Beginners, or have appropriate previous experience as determined by the instructor. May be repeated for credit. Offered as needed.

MLE 109 St. Andrews Bagpipe Band **1 credit**

Open to experienced pipers, drummers, and Scottish dancers by audition. Membership in this ensemble requires weekend performances at competitions and at local churches. The band is frequently called upon to play for community and University functions. May be repeated for credit. Five credit hours of ensemble are required for a minor in music. Offered Fall and Spring semesters

MLE 215 Chamber Choir **1 credit**

An advanced ensemble opportunity for students already participating in Concert Choir which will allow performers to explore music composed for smaller, more specialized ensembles. Repertoire will include jazz, pop, and classical vocal music of the 20th and 21st centuries, along with music of the renaissance period. Prerequisite: Audition and permission of the director. Co-requisite: Membership and participation in MLE 103 University Choir. May be repeated for credit. Offered infrequently

Music Courses – Applied Private Lessons

Applied Music – Private lessons in bagpipe, voice and piano offered every semester

Applied music study is available to all students at the special fee scale listed in the financial planning section of this catalog. Weekly lessons are available for 30 minutes (1 credit) in the beginner/intermediate level and for 1 hour (2 credits) in the intermediate/advanced level. Students may choose as areas of concentration: piano, voice, and guitar (including bass guitar). Four credit hours of applied lessons are required for a minor in music. Offered every semester and as needed.

Beginner/Intermediate Level (30 minute lesson, 1 credit)

MLE 0X1	Non-credit
MLE 1X1	First year
MLE 2X1	Second year
MLE 3X1	Third year
MLE 4X1	Fourth year

Intermediate/Advanced Level (1 hour lesson, 2 credits): Audition required unless approved by instructor.

MLE 0X2	Non-credit
MLE 1X2	First year
MLE 2X2	Second Year
MLE 3X2	Third year
MLE 4X2	Fourth year

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- The first digit of the course number represents the number of years of applied music study at St. Andrews: 1=one year, 2=two years, 3=three years, 4=four years.
- The second digit refers to the applied area: 4=guitar and bass guitar, 5=voice, 6=piano, 8=bagpipe.
- The third digit refers to the length and level of the student lesson: 1=beginning/intermediate for 1 credit, 2=Intermediate/advanced for 2 credits. Each level may be repeated once for credit.

Philosophy Courses

PHI 100 Introduction to Philosophy **3 credits**

A consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as the first course in philosophy. Offered annually

PHI 203 Introduction to Logic **3 credits**

A study of argumentation, formal and informal. The recognition of arguments, the detection of informal and formal fallacies, the testing of validity with Venn Diagrams, the use of techniques for translating ordinary language into standard forms, and the use of techniques for defining terms will be studied.

PHI 212 Ethics **3 credits**

An introduction to moral reasoning that focuses on a variety of contemporary moral problems such as abortion, euthanasia, the treatment of animals, social justice, and capital punishment. Students will learn to clarify and defend their views on such issues, and they will deepen their understanding of the nature of morality.

PHI 220 Topics in Philosophical Thought **1.5 credits**

A demi-semester study of a particular philosophical issue, point of view, or author in a seminar setting. Analysis of relevant literature, ideas, values, and their practical relevance. Possible topics are Existentialism, Free Will, Human Nature, Michael Foucault, Mahatma Gandhi, and Aldo Leopold.

PHI 231 Business Ethics **3 credits**

An analysis of the different positions people take on the moral issues involved in the conduct of business. Topics such as work safety standards, preferential hiring, responsibility for the environment, truth in advertising, government regulation, and consumer rights will be examined. In addition, the course will study several important theories of economic justice.

PHI 240 Topics in Applied Philosophy **1.5 credits**

A demi-semester study of the application of philosophical ideas and methods to a particular practice or subject area in a seminar setting. Analysis of relevant literature, values, and their practical application. Possible topics are Ethical Issues in Technology, Professional Ethics, Servant Leadership, and Sustainable Communities.

PHI 246 Environmental Philosophy **3 credits**

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An exploration of ethical and conceptual problems arising out of humanity's relation to nature. Topics include the value of wilderness, the concept of nature, our obligations towards other animals, deep ecology, and ecofeminism. In addition to developing reasoned views on such topics, students will acquire a basic understanding of major environmental problems. If taken for upper-level credit, students will be required to complete additional, more advanced, reading and writing assignments.

PHI 301 The Beginnings of Philosophy **3 credits**

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.

PHI 302 Jewish, Christian and Islamic Philosophy **3 credits**

A study of philosophy as created by Jewish, Christian and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contribution of such men as Augustine, Anselm, Averroes, Maimonides and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.

PHI 303 Modern Philosophy and Scientific Revolutions **3 credits**

A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and humanity. The course concentrates on the major figures from Descartes to Kant.

PHI 304 Recent Philosophy and Technological Revolutions **3 credits**

A study of the impact of the industrial and post-industrial revolutions on philosophy and the reaction of philosophers of the 19th and 20th centuries to historicism and social change.

PHI 320 Topics in Philosophical Thought **1.5 credits**

A demi-semester study of a particular philosophical issue, point of view, or author in a seminar setting. Analysis of relevant literature, ideas, values, and their practical relevance. Possible topics are Ethical Theory, Friedrich Nietzsche, Hannah Arendt, and W. E. B. DuBois. Prerequisite: PHI 100 or PHI 203 or permission of instructor.

PHI 333 Philosophy of Law **3 credits**

An analysis of the major philosophical issues concerned with legal concepts such as "liberty," "responsibility," and "law" itself. The course will study historically significant treatments of these topics as well as current discussion of them. Prerequisite: PHI 203 and at least one additional course in philosophy.

PHI 340 Topics in Applied Philosophy **1.5 credits**

A demi-semester study of the application of philosophical ideas and methods to a particular practice or subject area in a seminar setting. Analysis of relevant literature, values, and their practical application. Possible topics are Bioethics, Social and Political Philosophy, Philosophical Issues in Mass Communication. Prerequisite: PHI 100 or PHI 203 or PHI 212 or permission of instructor.

PHI 365 and RST 365 Junior Seminar **2 credits**

Philosophy and Religious Studies Seminar for juniors. Meets with PHI/RST 465. Required of all juniors majoring in Philosophy and Religious Studies.

PHI 465 and RST 465 Senior Seminar **2 credits**

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Philosophy and Religious Studies Seminar for seniors. Meets with PHI 365/RST 365. Required of all seniors majoring in Philosophy and Religious Studies. Application of learning in the major to a discussion and analysis of a current issue in philosophy or religious studies, including analysis and discussion of recent literature on current issues. Synthesis in a major essay the learning as a Philosophy and Religious Studies major around a single theme.

Physical Education (PE) Activity Courses

No more than 3 PE activity credits may be counted toward graduation.

PE 150 Horsemanship Basics

1 credit

This class is designed for students who wish to ride in the Equestrian Program but have **limited or** no experience with horses. Students will learn how to halter and lead a horse, safety procedures, grooming, mounting and dismounting, two-point position, and the basic aids that are used to communicate with a horse while mounted. The class will meet 10 times during the semester. A fee is required for this course. Offered Fall and Spring semesters

PE 200 Adapted Physical Education

1 credit

This course is designed to meet the needs of students with disabilities as they participate in physical education, recreation, and sports. The activities presented in the course will be selected to meet the interests and capabilities of the enrolled students. PE/SM majors enrolled in SS 234 will assist in the course.

PE 202 Intercollegiate Equitation

1 credit

This course is designed for participants in Intercollegiate Horse Show Association (IHSA) Hunter Seat and Western shows or Intercollegiate Dressage Association (IDA) shows. Participants must be team members in good standing for fall and spring semesters and will register for the class in the spring. Registered students who quit the team or who are dismissed from the team will either withdraw from the class or receive a failing grade. Prerequisite: PE 261 and permission of instructor. Offered annually in the Spring semester

PE 205 Horseback Riding for Students with Disabilities

1 credit

This course will enable students to develop basic horsemanship skills. This class is offered to meet the need of riders with no experience and progress the rider to their next level of riding. Riders will progress through a rank system based on practical skill and theoretical understanding. Prerequisites for this course are a completed physician statement and the completion of appropriate paperwork. Please be advised that there are medical precautions and contraindications for this activity that must be met according to PATH so permission of the instructor is required prior to registration. A fee is required for this course.

PE 210 Swimming

1 credit

An introduction to the basic skills and principles of swimming as a lifetime fitness activity.

PE 211 Tennis

1 credit

An introduction to the basic skills, rules, and etiquette for the game of tennis as a lifetime recreation activity.

PE 212 Golf

1 credit

An introduction to the basic skills, terminology, rules, and etiquette of golf as a lifetime recreational activity. Fees required for course.

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PE 21 3 Soccer **1 credit**
An introduction to the basic skills, terminology, rules, and strategy of soccer as a lifetime recreational activity.

PE 21 5 Volleyball **1 credit**
An introduction to the basic skills, rules, terminology, and strategy of volleyball as a lifetime recreational activity.

PE 220 Basketball 1 credit
An introduction to the basic skills, rules, terminology, and strategy of basketball as a lifetime recreational activity.

PE 223 Beginning Weight Training **1 credit**
An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.

PE 246 Advanced Weight Training **1 credit**
An advanced study and activity in compassing knowledge of different muscle groups, and various training techniques for lifetime wellness.

PE 249 Principles of Taiji **1 credit**
A basic introduction to the Chinese exercise/discipline of Taiji (T'ai Chi). Students will become familiar with the history of Taiji and its links with Chinese philosophical and medical traditions. They will learn the fundamental principles of internal energy flows, the dynamics of harmonious, balanced movements, and the importance of focused relaxation to reduce stress. Students will engage in conditioning exercises and learn stances and the proper sequence of postures (or forms). The goal for each student is to master at the introductory level the full 24-form routine using the modified Yang style of Taiji.

PE 253 Lifetime Activities **1 credit**
Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Students will participate in a variety of activities that are considered lifetime sports or activities. Students will gain an understanding about the benefits, theories or rules for each activities or sport. Individual and Team sports covered but not limited to walking, jogging, weight lifting, basketball, soccer, and volleyball.

PE 261 Equitation I **1 credit**
An introductory course to the Equestrian Program offering students the opportunity to develop their skills in their riding discipline. This course is required for all experienced students wishing to ride in the SAU Equestrian Program. Students must enroll in this class or PE 150 if riding experience is limited. Students will work through the Equestrian Program ranking system, which emphasizes development of a good working position enabling the rider to effectively communicate with the horse in a non-abusive manner. A fee is required for this course. Prerequisite for 261: Previous experience with horses. Riders must be able to tack up their own horse, without supervision, mount adjust stirrups and girth safely or EQ150 Horsemanship Basics. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director. Offered Fall and Spring semesters

PE 262 Equitation II **1 credit**
This course will continue to develop the student's knowledge and skill of their discipline. Students registering for this course will continue to work through the Equestrian Program Ranking system. Prerequisites: PE 261 All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the

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Equestrian Director. Offered Fall and Spring semesters

PE 263 Equitation III

1 credit

This course will continue to develop the student's knowledge and skill in their discipline. Students registering for this course will continue to work through the Equestrian Program Ranking system. A fee is required for this course. Prerequisite: PE 262. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director. Offered Fall and Spring semesters

PE 265 Intercollegiate Athletics

1 credit

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the 21 intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265. No more than 3 PE activity credits may be counted toward graduation.

Physics Courses

PHY 104 Introductory Astronomy

4 credits

An in-depth survey of the universe beyond Earth. The course includes: a) observation of planets, moons, stars, and galaxies; b) physical description of their properties and motions, and c) explanations of some features of their properties and motions as provided by basic laws of physics. Three hours of class and one laboratory session per week, plus observation sessions, held mostly at night. Some high school level algebra is needed. Offered in alternate years, Fall semester

PHY 201 College Physics I

4 credits

Basic concepts in the fields of mechanics, sound, and heat. Three hours of lecture and three hours of laboratory per week. Prerequisite: an average background in high school mathematics will be needed. Offered annually in the Fall semester

PHY 202 College Physics II

4 credits

Basic concepts in electricity, magnetism, and light, plus a brief introduction to modern physics. Three hours of lecture and three hours of laboratory per week. Prerequisite: PHY 201. Offered annually in the Spring semester

PHY 211 General Physics I

4 credits

The fundamental laws of mechanics, sound and heat presented at a level appropriate for students planning careers in science or engineering. Three hours of lecture and three hours of laboratory per week. Prerequisite: MAT 221. Offered in alternate years, Fall semester

PHY 212 General Physics II

4 credits

The basic principles of electricity, magnetism, and optics. Presented at a level appropriate for science students. Three hours of lecture and three hours of laboratory per week. Prerequisites: PHY 211 and MAT 222. Offered in

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alternate years, Spring semester

PHY 305 Analytical Mechanics

3 credits

Development of mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies. Harmonic motion and motion in central force fields are among the topics considered. Prerequisites: PHY 211 and MAT 310, or permission of the instructor. Offered as needed

Politics Courses (Program Suspended for AY 2018-2019)

POL 201 Introduction to American Government

3 credits

An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. Required course for the major and minor and for upper-level offerings in behavior, law and contemporary issues. Offered every year.

POL 211 Introduction to International Politics

3 credits

A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global systems. Required course for the major and minor and for all upper level offerings in international politics, comparative politics, area studies, and contemporary issues. Offered every year.

POL 225 Contemporary Issues

1.5 credits

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. Offered every other year

POL 231 Introduction to American Law

3 credits

An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, and drug laws. Career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, writing of briefs. Required course for all upper level politics courses in law and Politics' internships in law related fields. Offered every other year.

POL 250 Contemporary Issues

3 credits

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. Offered every year

POL 266 Politics of Sex

3 credits

An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual

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imaging from the individual to the societal level. Offered every other year.

POL 267 Political Issues in Global Perspective

3 credits

Introduces the student to selected issues of global importance by utilizing diverse, multicultural sources. Examples of such issues include the legacies of colonization, relations of rich and poor countries, sustainable development, environmental threats, terrorism, and universal human rights. Especially suitable for first-year students who want to study topics in the news using fresh approaches. Offered every year

POL 304 Democracies

3 credits

Examines both the older and newer democracies, within a framework of democratic political theory. Applications are made to contemporary democratic systems and the problems of democratic governance. Issues examined include transitions from authoritarian systems, economic development, comparative cultural values and democracy, electoral systems, money influences on representation, and prospects for reform. Prerequisites: POL 201 and 211, or permission of the instructor with junior or senior standing. Offered every other year

POL 309 Area Studies

3 credits

The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Examples include: Non-Western Areas, Asia, Africa, South Asia, West Asia, India, China, and Vietnam. Prerequisites: POL 201 and POL 211, or permission of the instructor. Offered every year. May be repeated for credit. Offered every year

POL 310 Area Studies

1.5 credits

A study of the politics, culture and history of a selected area of the world. Examples include: Indonesia, Vietnam, India, South Africa, and Korea. May be repeated for credit. Offered every other year

POL 323 Conflict Resolution

3 credits

A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Prerequisites: Junior or Senior standing or permission of the instructor. Offered every other year.

POL 325 Constitutional Law: Historical Cases

1.5 credits

A demi-semester course in Constitutional Law that features great historical cases. Prerequisites: POL 201 and POL 231 or permission of the instructor. Offered every other year

POL 335 Constitutional Law: Civil Rights

1.5 credits

A demi-semester course in Constitutional Law that features civil rights cases. Prerequisites: POL 201 and POL 231 or permission of the instructor. Offered every other year

POL 340 Contemporary Issues

3 credits

A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism, and Religion and Politics. May be repeated for credit. Offered every year

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POL 342 Contemporary Issues

1.5 credits

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. May be repeated for credit. Offered every other year

POL 355 Issues in American Foreign Policy

3 credits

The course analyzes strategic approaches to the conduct of American foreign policy in the context of a changing international environment. Topics examined include defense and security, Presidential-Congressional tensions, multilateralist and unilateralist doctrines, diplomacy and the use of force. Selected global issues and regional and bilateral relationships will be studied as time permits. Offered every other year

POL 366 Politics of Sex

3 credits

An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Offered every other year.

Psychology Courses

PSY 101 Introduction to Psychology

3 credits

An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior. Offered Fall and Spring semesters

PSY 150 Orientation to Psychology

1 credit

This course is an introduction to and overview of the Psychology major. Content will focus on the Psychology major curriculum and course progression, study skills, faculty and student expectations, career exploration, APA style, and ethics.

Prerequisites: PSY 101 or co-enrollment in PSY 101. Offered annually in the Spring semester.

PSY 202 Research Methods in Psychology

4 credits

This course will introduce methods for conducting research in psychology and its related fields, as well as general inferential statistics used to analyze data. Laboratory work will develop skills in using statistical software, interpreting statistical data, designing experiments and writing a method section in APA style. Prerequisites: PSY 101 and PSY 266. Offered annually in the Spring semester.

PSY 232 Biopsychology

3 credits

A study of the basic concepts of the biological bases of behavior. The impact of methods and technology on research findings will be investigated, and the relationship between nervous and endocrine system structure and function in animal and human behavior will be examined. Prerequisite: PSY 101. Offered annually

PSY 240 Developmental Psychology

3 credits

This course will cover the cognitive, emotional, social, physical, and moral development of humans throughout their lifespans. Basic theories of developmental psychology, the role of biology vs. environment, and the role of research in

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studying development throughout the human lifespan will be discussed. Prerequisite: PSY 101. Offered annually.

PSY 244 Abnormal Psychology

3 credits

Abnormal psychology is the study of mental and behavioral disorders (also called mental illness, psychological disorders, or psychopathology) – what they look like, why they occur, how they are maintained, and what effect they have on people’s lives. The course will examine biological, psychodynamic, behavioral, and cognitive explanations for mental/behavior disorders. Prerequisite: PSY 101. Offered annually

PSY 260 Psychology in Legal Contexts

3 credits

This course will emphasize psychological theory and principles as applied to police work, jury dynamics, civil commitment, forensic assessment of competency and insanity, eyewitness identification and testimony, the psychology of victims, and treatment in the correctional system. Psychological “tools” such as hypnosis, voiceprints, anatomically correct dolls, and lie detectors will also be discussed in the context of their utility and accuracy. Offered every 3rd semester

PSY 266 Statistical Methods in Psychology

3 credits

This course is an introduction to elementary techniques of statistics and emphasizes exploratory data analysis, design of observational and experimental studies, and the use of statistical inference in the study of population parameters. The course includes both confidence intervals and hypothesis test procedures. Topics will include z-scores, t-test, ANOVA, and chi-square. This course is designed for Psychology majors. Offered annually in the Fall semester

PSY 314 Counseling Psychology

3 credits

Basic processes of counseling (e.g., listening skills, rapport building, and reflection) are discovered through theoretical study and role-play. These processes will be considered in light of specific behavior and adjustment problems. Students will be expected to begin and continue a life-long process of self-evaluation as a person in a helping role. Prerequisite: PSY 101 and either PSY 240 or 244 Abnormal, or permission of instructor. Offered in alternate years during the Fall semester

PSY 325 Drugs and Behavior

3 credits

An examination of the biochemical and physiological systems that mediate the effects of psychoactive drugs on behavior and mental processes; consideration of the biological, psychological, and sociological explanations for drug use/abuse; classification systems: how and why specific drugs work; regulatory and legal issues; drug use among special populations (adolescents, women, athletes, HIV/AIDS); and issues of education, prevention, and treatment. Prerequisite: PSY 101, BIO 201 or BIO 221. Offered every 3rd semester

PSY 331 Social Psychology

3 credits

Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice, interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. Prerequisites: PSY 101 and PSY 202. Offered annually in the Fall semester

PSY 331L Social Psychology Laboratory

1 credit

The social Psychology lab session will address how social psychologists test theories and how ideas and theories evolve through research. During the semester, students will learn about classic and current research on topics covered in the

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Social Psychology course. Students may recreate experiments to gain an understanding of Social Psychological research. Prerequisite: PSY 202, Co-Requisite: PSY 331. Offered annually in the Fall semester.

PSY 335 Organizational Behavior

3 credits

Integrates the study of social psychology and management, and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Prerequisites: PSY101, BUS 100 or BUS 331.

PSY 337 Personality Theory and Research

3 credits

The study of current and classical theories of personality and advances in personality research. Prerequisites: PSY 101 and PSY 202. Offered in alternate years

PSY 343 Learning and Motivation

3 credits

This is a course designed to develop an understanding of the elementary principles of learning and motivation, and of how experience and biology interact to organize, activate, maintain, and change behavior. Students will explore the nature of change due to learning and seek generic principles of adaptive change. Topics covered will include classical and operant conditioning, reinforcement, punishment, forgetting, vicarious learning, individual differences, attention, drives, instincts, aggression, achievement, attitudes, affiliation, attraction, and emotion. Prerequisites: PSY 101 and either junior standing or permission of instructor. Offered in alternate years

PSY 356 Cognitive Psychology

3 credits

This course surveys human mental processes. Cognition involves the ability to store, retrieve, and use knowledge. The course heavily emphasizes theoretical and experimental aspects of cognitive psychology as well as everyday applications, and relates cognitive processes to other areas of psychology such as developmental and social psychology. Prerequisite: PSY 101, PSY 202, or permission of instructor.

PSY 356L Cognitive Psychology Laboratory

1 credit

The purpose of this laboratory course is to provide students with hands-on experience conducting, analyzing, and presenting results of experiments in the field of Cognitive Psychology. Each student will work individually and be able to present the findings on their own unique experiment. Prerequisite: PSY 202, Co-Requisite: PSY 356.

PSY 380 Psychology of Gender

3 Credits

This class will address how women and men are similar and different in many aspects of Psychology, including potential biological, social, and cognitive bases of gender differences in thoughts, feelings, and behavior. Specific topics will include relationships, health care, friendship, communication, mental health, and gender roles. The class format will include lectures, discussion, activities, and presentations. Prerequisite: PSY 101

PSY 410 The Self

3 credits

How we define ourselves and the ability to reflect upon ourselves is one of the most fundamental aspects of being human. This seminar will focus on the self-concept and phenomena related to the self. Specific topics will include self-esteem, self-regulation, possible self-concepts, and the self-concept of other species. Reading materials will include one short book, scholarly articles, and edited book chapters. Prerequisites are PSY 101 and PSY 202. Offered as scheduling permits

PSY 434 Perception

3 credits

Focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. Overview of the sensory systems, of advanced methodologies as applied to sensory-perceptual processes and selected topics of special interest. Prerequisites: PSY

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101, and PSY 202, and PSY 232. Offered every 3rd semester

PSY 438 Applied Psychology

3 credits

Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult life styles and physical and psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Prerequisites: PSY 101 and PSY 202. Offered in alternate years

PSY 440 Psychology of Persuasion & Influence

3 credits

In contemporary society, we are faced with continuing attempts to persuade and influence us to think, feel, and act in particular ways. This course addresses classic and contemporary theories and research regarding influence and persuasion from areas such as: media advertising and marketing, film, music, consumerism, politics, the internet, cult indoctrinations, health care, the environment, groups in action, and cultural values. Prerequisites: PSY 101, PSY 202. Offered in alternate years, spring semester

PSY 445 History & Systems

3 credits

A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. Prerequisites: PSY 101, and junior or senior standing. Offered in alternate years

PSY 494 Senior Capstone in Psychology

3 Credits

This course has two primary purposes: 1) to serve as a preparatory class for those students applying to jobs and graduate schools after graduation and 2) to serve as a class for seniors to propose, carry out, and present a research project of their own design. Upon completion of the class, students should have application materials for jobs/research methods (i.e. resume) and have a senior thesis/capstone project that is the culmination of psychology research methods and content classes. Prerequisites: PSY 202 and senior standing. Offered annually in the fall semester, beginning in 2019

PSY 390/490 Special Topics in Psychology

1-3 credits each

PSY 391/491 Honors in Psychology

3 credits each

PSY 395/495 Internship in Psychology

1-3 credits each

PSY 398/498 Research or Teaching Practicum

1-3 credits each

Public History Courses (see History)

Religious Studies Courses

RST 120 The Bible Today

3 credits

This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The

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widely accepted methods of current historical biblical scholarship will be employed. Offered annually

RST 220 Introduction to the Hebrew Bible

3 credits

This course is an introduction to the literature of the Hebrew Bible and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of representative texts and the use of secondary sources.

RST 230 Introduction to the New Testament

3 credits

This course is an introduction to the literature of the New Testament and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of New Testament texts and the use of secondary sources.

RST 232/332 Topics in Biblical Studies

3 credits

This course will focus on a particular literature within the Bible (The Pentateuch, Hebrew Prophets, Synoptic Gospels, etc.) or a particular topic in biblical studies (Apocalyptic Literature, the Historical Jesus, the Life and Letters of the Apostle Paul, etc.).

RST 311 Christianity and Social Action

3 credits

This course is a service-learning course that places students as volunteers in social action agencies/ministries and provides theoretical, interpretive frameworks for such work.

RST 340 History of Christian Thought: Augustine through the Reformation

3 credits

This course explores the sweep of ideas, people, cultural influences, and socio-political forces at work in shaping Christian thought and practice from the fourth century to the Reformation. It is highly recommended that the student complete Christian Origins before enrolling in this course.

RST 345 Foundations of Modern, Western Religious Thought

3 credits

This course surveys theology and philosophy of religion from the 17th through the 19th centuries (the Enlightenment through Romanticism). Special attention is given to thinkers who reshaped the understanding of religion in the West such as: Hume, Kant, Schleiermacher, and Hegel. Themes such as the doctrine of God, arguments for God's existence, theodicy, reason, science and religion, will be explored.

RST 350 Modern Christian Theology

3 credits

Through the works of major 20th century theologians, this course analyzes a variety of trends in modern Christianity, including such perspectives as neo-Orthodox, process, and feminist thought. The emphasis will be on understanding theology as a critical and systematic discipline wherein affirmations about the nature of God and humanity entail logical, philosophical, doctrinal, and ethical consequences. It is highly recommended that the student complete Christian Origins and/or Foundations of Modern Western Religious Thought before enrolling in this course.

St. Andrews General Education Courses (SAGE)

SAGE 102 College Success

1.5 credits

This course provides students with the knowledge and skills needed to be successful at the institution. Students are

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given tools for studying more effectively and avoiding common problems when taking university-level courses. Topics will include: time management, stress management, memory, note-taking, study skills, and goal setting. Students will find that the skills learned reach beyond the classroom and into the world of work.

SAGE 125 First-Year Experience: Transition and Transformation

3 credits

This course emphasizes and supports the transition and transformation that each student will encounter during his or her First-Year Experience. This course is designed to help with practical “how-to” issues, rigorous engagement with college-level critical thinking, creative exploration of various topics, and a unique connection to St. Andrews University—pride of place and pride of self. Each class section is structured around matters essential not only for a student’s transition from high school to college life but also to the transformation of a student’s intellectual, academic, and social skills by the participation in a learning community of like-minded individuals that is known as the St. Andrews experience. Required of all students. Students are not permitted to withdraw from this course.

SAGE 230 Human Thought and Culture I: Ancient to Medieval

3 credits

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course. Offered annually in the Fall semester

SAGE 240 Human Thought and Culture II: Renaissance to Modern

3 credits

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course. Offered annually in the Spring semester

SAGE 381 Transitions

1 credit

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved to fulfill the requirement. Offered each semester

SAGE 450 Global Issues and Ethical Response

3 credits

SAGE 450 is the capstone course in the General Education program. This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics of global concern will vary from year to year.. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students’ disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience. Prerequisite: Senior standing; Required of all students. Offered Fall and Spring semesters

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WRT 100 Fundamentals of Writing

3 credits

WRT 100 provides a review of basic writing skills, including sentence structure, mechanics and usage. Students will gain experience writing effective sentences and paragraphs and developing short essays. This course also provides an introduction to academic writing and critical reading. Students will be placed in this course based on a review of SAT/ACT scores and high school transcripts. Although this is a three-credit course, the credits do not count toward the 120 credits required for graduation. Students are not permitted to withdraw from this course. Offered annually in the Fall semester

WRT 110 Composition I: Inquiry through Writing

3 credits

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning we challenge students to begin to develop habits of intellectual inquiry. Students must earn at least a C in WRT 110 to fulfill the requirement and enroll in WRT 120. Required of all students. Students are not permitted to withdraw from this course. Offered Fall and Spring semesters

WRT 120 Composition II: Reasoning through Writing

3 credits

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research. Students must earn at least a C in WRT 120 to fulfill the requirement. Prerequisite: a grade of C or better in WRT 110; Required of all students. Students are not permitted to withdraw from this course. Offered Fall and Spring semesters

WRT 320 Fieldwork in Peer Tutoring

1-3 credits

This course provides training and experience to students who work in the Writing Center, tutoring peers. Students in this course will learn tutoring strategies and appropriate methods of responding to writing, examine the role of a peer tutor, and develop effective tutoring practices while providing a valuable service to the student body. The course may be taken for 1, 2 or 3 credits, which will determine the number of hours of tutoring required in the Writing Center. Prerequisite: Students must be approved by the Director of the Writing Center. Offered Fall and Spring semesters

Spanish Courses (Spanish minor is suspended for AY 2018-19; there will be limited course offerings in Spanish during 2018-19)

SPA 151 Spanish Language I

3 credits

This is an entry-level course in Spanish that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with SPA 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student. Native Spanish speakers are not permitted to enroll in this course. Offered Fall and Spring semesters

SPA 152 Spanish Language II

3 credits

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and

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are able to resume their study at a somewhat higher level. It uses the same four-skills approach as SPA 151. The course opens with a brief review of essential grammatical structures and vocabulary from SPA 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary appropriate to everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student. Prerequisite: Spanish 151 or equivalent. Native Spanish speakers are not permitted to enroll in this course. Offered Fall and Spring semesters

SPA 220 Intermediate Spanish I

3 credits

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The course is designed to build on the work of the introductory courses in two ways. First, it helps in the development of a greater ease in the use of the language and all its major tenses and forms. Second, it builds a significant active vocabulary across a wide range of real-life situations. The course involves work on the four skills of reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Pre-requisites: Spanish 151 & 152 or equivalent. Offered annually in the Fall semester

SPA 240 Spanish Language and Cultural Experience

2-4 credits

This is a Study Abroad course to be held in the first Summer Term. This is typically a one month long course in which students will reinforce the Spanish language skills they have learned in SPA 151 and SPA 152. The course will typically entail three daily hours of class from Monday to Friday, with content including linguistic and cultural topics. This will help students to become not only proficient in another language, but also to put into practice that language in practical situations, experience another culture, and understand the historic reasons behind these cultural practices. Besides the classroom component, the course will include several activities not only directed at improving the target language, but also at providing students with experiences they cannot have in the US. This will help students to improve their critical thinking, cultural horizons, and the capacity to make positive contributions in an increasingly diverse world. Prerequisite: at least a grade of C in SPA 152.

SPA 251 Practical Spanish Conversation

3 credits

This course stresses oral communication in Spanish. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: Spanish 152, or permission of instructor. Offered upon request

SPA 252 Spanish Composition

3 credits

Students develop from single sentence writing to longer forms of written expression, from guided compositions to freer paragraphs. Attention is given to differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: Spanish 152, or permission of instructor. Offered every three years

SPA 253 Spanish Readings

3 credits

This course helps students bridge the gap from oral language to the written word. Readings from a variety of sources. Emphasis is on reading and interpreting rather than on translation. Designed for students wanting to develop a reading knowledge of Spanish or to prepare for graduate study in any field. Prerequisite: Spanish 152, or permission of instructor. Offered every three years

SPA 325 Intermediate Spanish II

3 credits

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The two-course intermediate sequence, of which this is the

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second part, is designed to build on the introductory work of the basic courses in two ways. It helps in the development of greater ease in the use of the language and all its major tenses and forms. And it builds a significant active vocabulary across a wide range of real-life situations. The course includes work on all four language skills: reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Prerequisites: Spanish 151 & 152 or equivalent. Completion of Spanish 220, the first part of this two-course sequence, is highly recommended. Offered annually in the Spring semester

Sports Management Courses

SPM 2xx Careers in Sport Management

3 credits

This course provides an overview of considerations and expectations from a variety of career options in sport industry. It will assist students in aligning careers goals, developing professional outlook and improving communication skills. This course will inform students on sport management curriculum, professional opportunities and the elements for successful employment in the sport industry.

SPM 2xx Introduction to Sport Marketing

3 credits

This course introduces students to marketing and sales in Sport Management. Topics include Consumers, Markets, Strategies, Sponsorship, as well as Products, Pricing and Promotion in Sport Marketing. Students will investigate and explore marketing practices of the sport industry as well as conduct research and practical implications in the area.

SPM 3xx Sport Communication & Social Media

3 credits

This course explores the sport industry's varied field of sport communication with communication theory, media and sport literature. The course will cover the standard framework that introduces readers to the many ways in which individuals, media outlets, and sport organizations work to create, disseminate, and manage messages to their constituents. This class also introduces the key components and challenges in developing a strategy for successful social media and adoption and implementation.

Prerequisite: Junior standing or permission of instructor. Offered every other year.

SPM 3xx Sport Funding & Finance

3 credits

This class covers basic principles of sport funding and finance. Emphasis is placed on current practices and issues related to funding, budgeting and generating revenue to explain why the financial context is so important for all sport managers. Several topics covered included: Basic Financial Concepts, Budgeting, Obtaining Funding, Ratio Analysis, Pricing and Costing.

Prerequisite: Junior standing or permission of instructor. Offered every other year.

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SPM 4xx Sport Economics

3 credits

This course applies economic principles to the sport industry. Students will explore the real world of financial management in sport and how to apply financial concepts as well as appreciate the importance of finance in sport management practices. Students will learn concepts in sport finance by analyzing business structures, income statements, and funding options as well as apply those concepts in the world of sport.

Prerequisite: Junior standing or permission of instructor. Offered every other year

SPM 4xx Sport Leadership

3 credits

This course focuses on the study and practices of leadership as well as the techniques for leading a variety of sport management organizations. Students will be able to have an understanding of the complex topic of leadership, in sport, through research, practical examples and analytical exercises.

Prerequisite: Junior standing or permission of instructor. Offered every other year.

Sport Studies Courses

SS 120 Health and Wellness

1.5 credits

A course designed to introduce the content and methods of having a healthy lifestyle for one's body, mind and spirit throughout the aging process. Students will analyze his/her current lifestyle in fitness and wellness and how to develop a program for increasing

or maintaining a healthy lifestyle. Healthy issues and topics included but not limited to exercise, diet and nutrition, stress management and making healthy decisions. A special emphasis will be given to total wellness concepts. This course includes a combination of lectures, research and physical activity.

SS 215 Skill Analysis: Individual Sports

1.5 credits

An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

SS 216 Skill Analysis: Team Sports

1.5 credits

An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

SS 231 Foundation and Principles of Physical Education and Sport

3 credits

This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sport are explored. Offered fall and spring semesters

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SS 234 Adapted Physical Education, Sport and Recreation

3 credits

This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences. Offered annually in the spring semester

SRS 235 Recreation Programming

3 credits

This course examines the various programs offered in a recreation and parks setting with special emphasis on program planning and evaluation. Prerequisites: SS 231 Offered annually in the fall semester

SRS 237 Sport and Recreation Event and Venue Management

3 credits

The examination of the organization, management, and evaluation of sport and recreation events. Specific emphasis will be placed upon the economic impact of events, the event bidding process, the event planning process, event logistics, event evaluation, and risk management policies and procedures. Further the factors that are involved in the design and management of sport and recreation venues will be examined. Prerequisites: SS 231 Offered annually in the spring semester

SS 275/375 Topics in Sport and Recreation Studies

3 credits

These courses examine topics in the sport management and sport and recreation studies disciplines that are only introduced by the principles courses. Examples include such topic as Sport Sociology, Sport Psychology, Sport Marketing, Sport or Fitness Club Management, Sport Nutrition, Sports in Society, Sport and Recreational Activities, Sport in American History, Sport and Character. Prerequisites and level: dependent on the content of the course. Offered infrequently

SS 310 Foundations in Sport Coaching

3 credits

Focuses on the foundations and principles of coaching individuals and team sports from elementary grades, high school, university-level intramurals, and parks and recreation leagues. This course encompasses an overview and application of the responsibilities of a coach in sport fundamentals (drills, strategy, philosophy, ethics, physiology, biomechanics, psychology, and sport medicine). Prerequisite: Junior standing. Offered annually in the fall semester

SS 320 Foundations of Officiating

3 credits

Concentrates on the aspects of officiating which include: characteristics of good officials, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the local community. Prerequisite: Junior standing. Offered annually in the spring semester

SS 325 Kinesiology and Biomechanics

3 credits

A study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. Prerequisite: BIO 221. Offered annually in the fall semester

SRS 385 Governance and Ethics in Sport and Recreation

3 credits

This course provides an overview of the major amateur and professional sport governance and recreational

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structures in the United States and internationally. This course introduces students to the major topics, trends, problems and issues involved in athletics, sport and recreation management. It is designed to assist students to examine their values, moral reasoning skills and develop a personal philosophical approach to ethics in sport and recreation. Major moral/ethical issues within sport and recreation are researched and discussed. Students experience the ethical decision-making process through opportunities for critical thinking by drawing upon their philosophical bases. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor) Offered in alternate years in the spring semester.

SS 402 Exercise Physiology

3 credits

Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain “homeostasis.” Lecture combined with laboratory. Prerequisite: BIO 221, Human Anatomy and Physiology I. Offered annually in the Spring semester

SS 410 Organization and Administration of Physical Education & Sport

3 credits

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication and policy development. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor) Offered in alternate years in the fall semester.

SRS 480 Risk Management and Legal Aspects in Sport and Recreation

3 credits

This course is designed to introduce the student to the legal principles applicable to a variety of sport and recreation settings. The emphasis of the course will be on tort liability and the effective management of risk in sport and recreation settings. This course is designed to introduce the student to the legal principles applicable to various sport and recreation settings. Specifically, constitutional, administrative, and statutory laws that are applicable to the sport and recreation industry will be examined. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor) Offered in alternate years in the fall semester.

Therapeutic Horsemanship Courses

TH 155 Introduction to Therapeutic Horsemanship

1 credit

An experience that enables students to obtain hands on participation in a therapeutic horsemanship program. Students receive volunteer training prior to assisting in a therapeutic horsemanship class. Students will maintain a log about their experience that will be turned in for feedback. Offered annually in the Fall and Spring semesters

TH 246 Therapeutic Horsemanship Principles and Concepts

3 credits

This course provides an introduction to therapeutic horsemanship and study of the field. Topics covered include the history of equine assisted activities/therapy, therapeutic horsemanship, the therapeutic riding model, the organization and administration of programs, accreditation, standards, certification, selection of students, training volunteers, selecting and training horses, equipment, and evaluating a therapeutic riding facility. Offered annually in the Spring semester

TH 268 Training the Therapeutic Riding Horse

2 credits

This course will focus on the selection, evaluation, and training of horses used in a therapeutic riding program. The student will have the opportunity to explore the horse’s behavior, personality, and training and how it relates to

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therapeutic riding. The student is expected to work with his/her assigned horse at least 2 times per week in addition to scheduled class meeting additional instructor/student meetings as needed). Fee required for the course.

Prerequisite: TH 246, Hilltopper Riding Rank- SAU Equestrian Manual and Junior standing or permission from instructor. Offered annually in the Spring semester

TH 346 Advanced Techniques in Therapeutic Horsemanship **4 credits**

This course will focus on the Therapeutic Horsemanship Instructor. All of the aspects of being an effective instructor will be covered; including voice production, body language, dress, and non-verbal communication. In addition to lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for therapeutic benefit. This course will also address the role of the TH instructor in a team setting. Prerequisite: TH 246 or permission of the instructor. Offered annually in the Fall semester

TH 347 TH Program Management: Administration **2 credits**

This course will focus on the administration of the therapeutic horsemanship program through hands-on participation. The student will recruit, retain, and reward volunteers, promote the horsemanship riding program through public relations and marketing activities, organize and conduct a fund-raising event, determine goals, objectives, and time lines, and write and present Board of Director Reports. Prerequisite: TH 246 or permission of the instructor. Offered annually in the Spring semester

TH 348 TH Program Management: Teaching **3 credits**

This course will focus on teaching in a therapeutic horsemanship program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: TH 346 or permission of the instructor. Offered annually in the Spring semester

TH 350 TH Teaching **1-4 credits**

Students will be assigned a class to teach in the "Ride Like A Knight" Therapeutic Horsemanship program under the supervision of the TH faculty member and director. The teaching experience allows students to continue working on documentation of teaching hours as well as demonstrating their knowledge and skills in accordance to the PATH International standards. Prerequisite: TH 348 Offered annually in the Fall and Spring semesters

TH 465 Therapeutic Horsemanship Issues and Ethics **3 credits**

This course will survey a variety of current issues and topics within the national and international fields of therapeutic horsemanship. The students will review and discuss ethics in therapeutic horsemanship. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic horsemanship. Prerequisites: TH 246, TH 346, and junior standing or permission of the instructor. Offered in alternate years, Fall semester

TH 466 Survey of Specialties in Therapeutic Horsemanship **2 credits**

This course will provide in-depth surveys of specialty areas in therapeutic horsemanship. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. PATH sections and other national and international organizations will be discussed. Prerequisites: TH 246, junior standing or permission of the instructor. Offered in alternate years in the fall semester.

Theatre Arts Courses

THE 125 Intro to Theatre **3 credits**

This course will blend a study of the world's greatest playwrights with an interactive approach to understanding the collaborative roles of actors, directors, designers, and playwrights in the development of theatre productions. The course will include: new play development, audition preparation, collaborative production meetings, rehearsal

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techniques, theatre history and the study of playwrights from the ancient Greeks to contemporary times. Fulfills the Arts and Aesthetics breadth requirement.

THE 181 Production Experience

1-3 credits

Practical application and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

THE 220 Introduction to Screenwriting

3 credits

An introduction to the art of screenwriting. Students will learn to craft the basic elements essential to a feature-length screenplay, including character, story, plot, pace, dialogue, exposition, tension, and dramatic structure. Classes will be a mixture of lecture, discussion, presenting of original material, and viewing sections of feature films. Fulfills the Arts and Aesthetics breadth requirement.

THE 225 Tech Theatre

3 credits

Students will gain a working knowledge of set and lighting design. They will also receive hands-on experience in set construction and the operation of lights and sound. The course will culminate in a design project.

THE 245 Acting I

3 credits

This course provides students with the knowledge of basic acting techniques, from the method to viewpoints and other external forms. The course uses a variety of techniques such as mime, improvisation, games, monologues and scenes designed to help students gain basic skills and confidence in their acting. Fulfills the Arts and Aesthetics breadth requirement.

THE 265 From Stage to Screen

3 credits

An introductory level course that introduces key concepts of both film and stage appreciation and the relationship of the productions to cultural history. Students will begin to understand the cultural impact a play/film can have on the conscious landscape of our society. They will realize, through their own perspective, how influential a production can be and why certain plays are “required” to become films – in order to reach a larger audience. The major purpose of this course is to use critical thinking to analyze the impact and social responsibility a play or film can have on the “real world.” This course fulfills the Arts and Aesthetics breadth requirement.

THE 345 Acting II

3 credits

The more advanced version of Acting I. This course will include improvisation, games, and Shakespeare and may include principles of stage combat, screen acting, or dialects. Prerequisite: COM 245 or permission of instructor.

THE 355 Directing

3 credits

Students will learn the basics of directing, organization, concept, staging, coaching actors, etc. They will have opportunities to direct scenes and the class culminates in the direction of a one act play.

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Sandhills Program

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Registrar

Deborah A. Smith, B.A., M.S. Director of Institutional Research
Lyndsey Moss, B.A., MBA, Registrar

Center For Academic Success

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Teresa Reynolds, B.A., M.A., Ed.D., Disability Services Program Director

DeTamble Library

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Diane Hanke, Office and Technology Manager
Tom Waage, Library Resources Coordinator
Louise Mabry, Project Manager for DeTamble Library
Julie E. Willis, B.A., DeTamble Library Night and Weekend Supervisor

Institutional Effectiveness

Nelson Marquez, B.A., M.A., Ph.D., Vice President for Institutional Effectiveness

Equestrian

Margaret (Peggy) McElveen, B.A., Director of Equestrian Program
Pebbles Turbeville, B.A., M.R.R., Director of Therapeutic Horsemanship Program
Jacqueline M. Dwelle, B.S., M.B.A., Equestrian Instructor and Dressage Coach
Laura Kellam, B.A., D.V.M., Veterinarian-in-Residence
Carla Wennberg, B.S., Equestrian Instructor and Western Coach
Nancy Demus, B.A., Operations Manager
Ashley Duda, B.S., M.A - Equestrian Instructor and Show Team Coach
Juliette Holden, B.S., M.S. - Ride Like A Knight Director

Athletics

Glenn T. Batten, B.A., M.Div., Vice President for Administration, Director of Athletics
Elizabeth Burris, B.A., M.Ed., Associate Director of Athletics, Senior Women's Administrator, Compliance
Coordinator, Head Coach of Softball
Jim Walters, B.S., M.S., Assistant Director of Athletics
Joe Baranik, B.S., M.S., Head Coach of Wrestling
Troy Baranik, B.A., Sports Information Director
Adam Bokmeyer, B. S., Head Coach of Men's Lacrosse
Taylor Cooper, B.A., Head Coach of Men's and Women's Swimming
Andy Fox, B.A., Head Coach of Baseball
David Harper, B.A., Head Football Coach
Randy Hernandez, B.A., M.S., Head Coach of Men's Basketball
Stevan Hernandez, B.A., M.A., Head Coach of Men's Soccer
Brooke Johnson, B.A., M.Ed., Head Coach of Women's Lacrosse
Holly Mandeville, B.A., Head Coach of Women's Volleyball
Nick Rawls, B. A., M. Ed., Head Coach of Men's Volleyball
Larry Rodgers, Head Coach of Men's and Women's Cross Country
Evan Smith, B.A., Head Coach of Men's and Women's Golf
Yvette Sparks, B.A., M.Ed., Head Coach of Women's Basketball
Brandon Standridge, B. A., M.B.A., Head Coach of Women's Soccer

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Student Affairs

Timothy Verhey, B.A., M.Div., Ph.D., Dean of Students
Elizabeth Hernandez, B.A., M.A., Ed.D. Assistant Dean of Students
Clifton Dial, B.S., Director of Residence Life
Director of Student Activities
James Henery, B.A., M.Div., D.Min, Chaplain

Campus Safety and Security

Director of Campus Safety and Security

Physical Plant and Purchasing

William S. James, B.A., M.S., Director of Physical Plant and Purchasing
Judy McCormick, Purchasing Agent
Buddy Eggebrotten, Maintenance and Environmental Compliance Supervisor
Sirena Whitmore, Housekeeping Supervisor and Environmental Compliance Supervisor

Enrollment Management / Admissions

Brian Stanley, B.S., Vice President of Enrollment Management
Teresa Wilson, B.A., Director of Admissions
Debbie Bell, B.A., Regional Admissions Director
Pam Notemyer, B.S., Admissions Counselor
Jan Pine, B. S. Admissions Counselor
Lauren Lewis, B. A., Coordinator for Special Events
Christy M. Johnson, B.S., M.A., Admissions Counselor
Erika C. Poole, B.S., B.A., M.B.A., Admissions Counselor
Kimberly McLaurin, B. S., Admissions Counselor
Kristi Rogers, Assistant Director of Admissions

Financial Aid

Dawn Van Arsdale Young, B.A., Director of Financial Aid
Shawn Caulder, Assistant Director of Financial Aid

Business Affairs & Administrative Services

LaTanya Malone, B.S., M.B.A., Controller
Krista Barfield, Payroll/Benefits Coordinator
Khourtnie Burns, Student Billing, Accounts Payable

Communications and Administrative Support Center

Ashley Wise, Assistant Office Manager

Computer Services

Hal McLamb, B.S. Director of Computer Services

Institutional Advancement

Audre Charette, B.A., Director of Donor Relations
Rooney Coffman, B.A., Director of Photography

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2018 - 2019 Faculty

Full-Time Faculty

(The date following the name indicates the year of appointment.)

Virginia Beggs (2014)

Instructor of Theatre. B.A., Eckard College, 1976; M.B. A., St. Andrews, 2014

Elizabeth Douglas Blair (2018)

Assistant Professor of Music. B.M., M.M University of North Carolina at Greensboro, 1995, 1996; MA Erskine Seminary, 2013

Joe Bunting (2003)

Assistant Professor of Economics. B.S., M.A., East Carolina University, 2001, 2003; D. B. A. Capella University

Robin Calcutt (2018)

Assistant Professor of Education, B.S. Wingate University 1983; MA.Ed University of North Carolina at Greensboro 1990; MA.Ed; Ed.D. East Carolina University, 2006, .2014

Franklin Tanner Capps (2014)

Assistant Professor of Religious Studies. B.A., Anderson College, 2004; M.A., Westminster Theological Seminary, 2009; Th. D. Duke University Divinity School, 2018

William S. Caudill (1989)

Director of Scottish Heritage Center and Instructor in Music. B.A., St. Andrews Presbyterian College, 1989; M.A., University of North Carolina at Chapel Hill, 2009.

Loren Cornish (2006)

Associate Professor of Accounting. CPA; A.A.S., State University of New York at Alfred, 1968; B.S., State University of New York at Albany, 1970; M.B.A., University of Maine at Orono, 1980.

Mary Elisabeth Dendy (1999)

Assistant Professor of English. B.A., Emory and Henry College, 1983; M.A., Clemson University, 1986.

Bonnie Draper (2012)

Associate Professor of Biology. B.S., Marymount University, 2001; Ph.D., The Catholic University of America, 2008.

Jacqueline M. Dwelle (1998)

Instructor in Equine Studies. B.S., Indiana Wesleyan University, 2003; M.B.A., East Carolina University, 2006.

Tracy Feldman (2014)

Assistant Professor of Biology. B. A. Bard College, 1995; M. S. University of Florida, 1998; Ph. D. Duke University, 2005.

Walter A. Flomer (2011)

Associate Professor of Chemistry. B.S., Auburn University at Montgomery, 1985; Ph.D., Clemson University, 1989.

E. Wayne Freeman (2012)

Director of the MBA Program and Professor of Practice in Business and Economics. B.S., University of North Carolina, 1984; M.P.A., North Carolina State University, 1988; M.B.A., Duke University, 1990; Ph.D., North Carolina State University, 2009.

St. Andrews University,
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Amanda Goldberg (2012)

Assistant Professor of English. B.A., University of Pittsburgh, 2002; M.A., Ph.D., Indiana University of Pennsylvania, 2005, 2010.

David F. Herr (2001)

Associate Professor of History. B.A., St. Andrews Presbyterian College, 1991; M.A., University of North Carolina at Greensboro, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2002.

Juliette Holden (2017)

Instructor in Equine Studies, B.S. Lake Erie College 1994; M.S. Clemson University 1998

Robert J. Hopkins (1983)

Professor of Business and Economics. B.S., Tennessee Technological University, 1968; M.S., Ph.D., University of Tennessee, 1970, 1972.

Cary Ross Humber (2017)

Assistant Professor of Mathematics. B.S., M. S., Ph. D. North Carolina State University 2005, 2009, 2011

Laura Kellam (2004)

Assistant Professor of Equine Studies and Veterinarian-in-Residence. B.A., Virginia Commonwealth University, 1989; D.V.M., VA-MD Regional College of Veterinary Medicine, 1997.

John Arthur Knesel (2010)

Associate Professor of Biology. B.S., M.S., Northeast Louisiana University, 1971, 1974. Ph.D., Purdue University, 1983.

Rona Leach-McLeod (2005)

Associate Professor of Education. B.A., St. Andrews Presbyterian College, 1973; M.S., North Carolina Agricultural & Technical State University, 1976; Ed.D., Nova Southeastern University, 1987.

Edna Ann Osmanski Loftus (1977)

Interim Vice President for Academic Affairs and Dean of St. Andrews. Distinguished Professor of English. B.A., Sweet Briar College, 1972; M.A., Ph.D., Princeton University, 1974, 1977.

Christopher McDavid (1996)

Associate Professor of Art. B.F.A. University of Kentucky, 1986; M.F.A. Florida State University, 1989.

Stephanie McDavid (1992)

Professor of Art. B. A., University of Kentucky, 1987; M.F.A. Florida State University, 1989.

Mary McDonald (1989)

Library Director, Assistant Professor. B.A., St. Andrews Presbyterian College, 1979; M.L.S., North Carolina Central University, 1989.

Sean A. Moore (2004)

Music Accompanist/Instructor of Music. B.M., Memphis State University, 1990; M.M., University of Memphis, 1997.

Corinne L. Nicholson (1989)

Professor of Business Administration.. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

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Ann Phillips (2013)

Assistant Professor of Psychology, B.S., Berry College, 2000; M.A., Ph.D., University of North Carolina at Greensboro 2003, 2006.

Kevin Phillipson (2016)

Assistant Professor of Business, B.S., Wilmington University, 2007; MBA, Wilmington University, 2010.

Teresa M. Reynolds (2008)

Associate Professor of Education. A.A Emmanuel College 1976; B.A. Randolph Macon Women's College 1990; M.A. Fayetteville State University 1996; Ed.D. Fayetteville State University 2006.

Pebbles Turbeville (2000)

Associate Professor of Equine Studies. B.A., Columbia College, 1987; M.R.R., North Carolina State University, 1991.

Timothy Verhey (2014)

Assistant Professor of Religious Studies and Dean of Students. B. A. Hope College, 1990; M. Div. Union Theological Seminary, 1994; Ph. D. Emory University, 2002.

Ted Wojtasik (2008)

Assistant Professor of English and Creative Writing. B.A., George Washington University, 1979; M.F.A., Columbia University, 1987; Ph.D., University of South Carolina, 1998.

Faculty Emeriti

Ronald H. Bayes

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College; University of Pennsylvania; Litt. D.M., Universita Delle Arti; L.H.D., St. Andrews Presbyterian College.

Cornelius Bushoven III

Distinguished Professor of Politics Emeritus. B.A., Davidson College, 1964; M.A., Ph.D., Duke University, 1967, 1971.

Rodger W. Decker

Professor of Education and Psychology Emeritus. B.A., Hope University; M.S., State University of New York at Albany; Ed.D., Columbia University.

Allen C. Dotson

Professor of Mathematics and Physics Emeritus. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

Pamela G. Ely

Professor of Psychology Emerita. B.A., Ohio Dominican University, 1989; M.A., Ph.D., Miami University, 1991, 1993.

William J. Loftus

Professor of French Emeritus. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

George E. Melton

Distinguished Professor of History Emeritus. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966.

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Catharine E. Neylans

Professor of Romance Languages Emerita. B.A., Wesleyan University; M.A., Ph.D. University of North Carolina at Chapel Hill; M.A., Middlebury University.

Richard C. Prust

Distinguished Professor of Philosophy Emeritus. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

William W. Rolland

Associate Professor of Mathematics and Computer Science Emeritus. B.A., King University, 1954; Ph.D., Duke University, 1963.

Lawrence E. Schulz

Distinguished Professor of Politics and Asian Studies Emeritus. B.A., University of Redlands, 1965; M.A., Ph.D., Claremont Graduate University, 1967, 1972.

Julian L. Smith

Professor of Physical Education Emeritus. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University.

Carl F. Walters

Distinguished Professor of Religious Studies Emeritus. B.A. Southwestern at Memphis (Rhodes University), 1956; B. D. (M.Div.) Th. M., Ph. D., Union Theological Seminary, 1959, 1960, 1964.

Other Faculty

Valerie Austin

Assistant Professor of Liberal and Creative Arts. B.M. West Virginia University 1985, M.M. Ph. D. University of Florida 1993, 2008

Mary Anna Bingham

Visiting Faculty in Education. B.S., Pembroke State, 1977; M.Ed., University of North Carolina at Chapel Hill, 1982; Ph.D., University of North Carolina at Charlotte, 2005.

Pamela Bradley

Visiting Faculty in Psychology. B.S., University of West Florida, 1979; M.A., University of North Carolina at Pembroke, 1997.

Elizabeth Burris

Visiting Faculty in Sport Studies. B.A., University of North Carolina at Charlotte, 2001; M.Ed., Florida Gulf Coast University, 2005.

Rebecca B. Cameron

Assistant Professor of Education. B.A., Appalachian State University, 1977; M.A., Fayetteville State University, 1987.

Beth Copeland

Visiting Assistant Professor of English. BA St. Andrews Presbyterian College, 1973; MFA Bowling Green State University 1975

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Cynthia P. Daub

Visiting Faculty in Business. B.A., Elon University, 1992; J.D., Campbell University School of Law, 1996.

Kelly DeLong

Visiting Faculty in Education. B.S. University of North Carolina at Chapel Hill, 1987; M.A. Georgetown College, 2005

Malcolm Carroll Doubles

Visiting Professor of Religious Studies. A.B., Davidson University, 1953; B.D., Union Theological Seminary, 1957; Ph.D., St. Andrews University (Scotland), 1962.

Ashley Duda

Instructor in Equine Studies, B.S. Virginia Tech 2005; M.A. Kansas State University 2011

Amanda Faulk

Visiting Faculty in Psychology. B. A. North Carolina State University, 2004; M. A. University of North Carolina at Pembroke, 2010

Jennifer Gianico

Assistant Professor of Psychology. B.A., Siena College, 2001; M.A., Ph.D., University of Albany 2003, 2010.

Douglas W. Glass

Assistant Professor of Business. B.S., Tennessee Technological University, 1975; M.B.A., Elon University, 1987; D.B.A., Nova Southeastern University, 2006.

Ira Goldberg

Visiting Faculty in Business Administration. B.A., Indiana University of Pennsylvania, 2005; M.B.A., St. Andrews, 2017.

James R. Henery

Director of Communications, Assistant Professor of Communication Studies, and University Chaplain. B.A., College of Wooster, 1972; M. Div., Methodist Theological School, 1974; D. Min., Ashland Theological Seminary, 1986.

Elizabeth Bowden Hernandez

Visiting Faculty in Writing and Faculty Athletics Representative. B.A., Belmont Abbey College, 2000; M.A. University of North Carolina at Pembroke, 2003; ; Ed.S., Wingate University (2015), Ed.D., Wingate University, (2015).

Pello Huesa

Visiting Faculty in Spanish. B.A., University of Deusto, Spain, 1987; M.A., Ph.D., University of Grenoble, France, 1990-1993, 2000; M.A., UNED, Spain, 2012.

Cathy Jacobs

Visiting Faculty in Business. B.S., University of North Carolina at Pembroke; M.B.A., Fayetteville State University, 1996.

Brooke Johnson

Visiting Faculty in Physical Education. B. A. Peace College, 2004; M. A. East Carolina University, 2006

Candace Langston

Visiting Faculty in Sports Studies. B.S., University of North Carolina at Pembroke; M.S., University of North Carolina at Charlotte.

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Robin Lea

Visiting Faculty in Education. A.A. Peace College 1980; B. A. St. Andrews Presbyterian College 1983; M. A. Fayetteville State University 1988

Cassie C. Martin (2018)

Visiting Faculty in Liberal and Creative Arts. B.A. North Greenville University 2013; M.A. North Carolina State University 2015

Margaret L. (Peggy) McElveen (2000)

Director of Equestrian Program. Instructor in Equine Studies. B.A., Sweet Briar College, 1971.

James R. Miles

Visiting Faculty in Education. B.S., Eastern Michigan University, 1971; M.A., East Carolina University, 1981.

Jenny Carmichael Minnick

Visiting Faculty in Education. B.A., University of North Carolina, 1978; M.Ed., Campbell University, 1984.

Timothy Nocton

Visiting Faculty in Education. B. S. Indiana State University 1985; M. A. University of North Carolina at Pembroke, 2004

Julia O'Grady

Visiting Assistant Professor of Communications. B.A., Carleton College, 1985; M.A., Ph.D. University of North Carolina at Chapel Hill, 2008, 2015.

Mary de Rachewiltz

Adjunct Professor of Literature. Litt.D. University of Idaho, 1978; L.H.D., St. Andrews Presbyterian College, 1991.

S. W. de Rachewiltz

Adjunct Professor of Literature. B.A., Rutgers University, 1969; A.M., Harvard University, 1972; Laurea in lingue e letterature straniere moderne Università di Urbino, 1973; Ph.D., Harvard University, 1983; L.H.D., St. Andrews Presbyterian College, 2002.

L. Howard Reichner (1992)

Instructor in Politics. B.A. University of California at Santa Barbara, 1960; M.P.A., University of Tennessee, 1974.

Jenny Teague

Visiting Faculty in Writing. B. A., M.A. University of North Carolina at Pembroke 2004, 2011

James E. Walters, Jr.

Visiting Faculty in Sport Studies. B.S., M.A., University of North Carolina at Pembroke, 2003, 2004.

Carla Wennberg

Visiting Faculty in Equine Studies. B.S., University of Georgia, 1981.

Alice L. Wilkins

Visiting Faculty in Music. B.A., Houghton College, 1960; M.S, Columbia University, 1962.

Susan Williams

Visiting Faculty in Writing. A.A., Southeastern University, 1972; B.A. East Carolina University, 1974; M.A. Campbell University, 1979.

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Appendix

General and Restricted Funds

The following named endowment funds of at least \$10,000 have been established:

The H.T. Atkins Fund
The Board of Christian Education - Chair of Bible
The Jack Burris Rehabilitation Center Endowment Fund
The Neal Bushoven Honor's Program
The Class of 1991 Faculty Development Award
Neill Alexander & Aug a Evans Currie Memorial Library Fund
George R. DuPuy Memorial Library Fund
The E. Hervey Evans Visiting Fellows Program
The Harriet D. Fouke Endowment Fund
The Jane Gribble Fullen Faculty Development Fund
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The Hillsdale Endowment Fund
The Jefferson-Pilot Distinguished Professorship
Canon Douglas Lachlan Maclean Memorial Scottish Book Fund
The Mary Franklin Jones McCoy Music Fund
The McGaw Chair of Science
Archie McRimmon Family Bagpipe Band Fund
The Morgan Music Fund
The Flora McKinnon Perry Endowed Book Fund
The Lura A. and W.W. Rader Electron Microscopy Fund
The Kate Biting Reynolds Fund
Charles Bascombe Shaw Scottish Heritage Fund
The Scottish Fund
The St. Andrews Press Endowed Fund
The Wachovia Fund for Excellence
The Women of the Church - Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Alumni Faculty Development Fund
A.R. Bland, Sr, Adel Scott Bland, and A.R. Bland, Jr. Family
Memorial Library Fund

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The Margaret W. Bowen Endowed Fund
Katherine S. Boyd
Leslie Bullock Religion Fund
Wendy Ann Crapsey Memorial Library Fund
Margaret J. Denny
Elise Academy
Goldsboro First Presbyterian Church Endowment
Mr. and Mrs. Hiram Grantham
L. Spencer Ludlow Philosophy Book Fund
The Jeanette McClelland Library Fund
John Daniel McKay Memorial Fund
McRae/Bayes Ezra Pound Award
St. Andrews University Chaplaincy Endowment
Daniel Schuman Philosophy Essay Award
Blair Pierce Turner History Prize
George M. Wilcox
James Wilson and Emma Holt White

Endowed Scholarship Funds

The following named scholarship funds of at least \$10,000 have been established:

The David Leon Alexander Scholarship Fund
Sarah Land Alexander Scholarship Fund
The Alumni Association Scholarship Fund
The Robert C. & Sadie G. Anderson Scholarship Fund
The Julia Bridgers Ashley Memorial Fund
Lilly Graham Auman Scholarship Fund
The Mattie B. McLean Baldwin Scholarship Fund
The Jonathon Coleman Barger Memorial Scholarship Fund
The Belk Memorial Scholarship Fund
Carl D. and Margaret W. Bennett Scholarship Fund
Glenn Bingham Scholarship Fund
The John Blue Scholarship Fund
The Dr. Waylon and Margaret McDonald Blue Scholarship Fund
Martha Cross Bradberry Scholarship Fund
Lucy Harrington Brewer Scholarship Fund
Brock Family Scholarship Fund

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The William Flowe Brown Scholarship Fund
Brownson Memorial Presbyterian Church Scholarship Fund
James E. and Mary Z. Bryan Scholarship Fund
The Edith Williams Bullock Scholarship Fund
The Leslie Bullock Scholarship Fund
The Burlington First Presbyterian Women's Scholarship
The Nancy Boyle Caballero Music Scholarship
The William Ralston Campbell and Della Martin Campbell Scholarship Funds
The C. Fred Carlson Scholarship Fund
The R. Don and Hilda M. Carson Scholarship Fund
The Church in the Pines Scholarship Fund
Miriam Smith Grubb Clark Scholarship Fund
The Class of 1952 Scholarship
The Class of 1966 Scholarship
The Class of 1992 Scholarship
John A. Conant and George H. Johnson Scholarship Fund
The Letha Copeland Education Fund
The Robert F. Davidson Scholarship Fund
William C. Duncan Memorial Scholarship Fund
The Faculty Scholarship Fund
The Fayetteville First Presbyterian Church Scholarship Fund
Lt. Frank Moore Fisler Scholarship Fund
The Ruth and Mary Fitzgerald Student Aid Fund
Samuel Hewitt Fulton Scholarship Fund
The E. L. Gaither Scholarship Fund
The Hannah Katherine Gibson Scholarship Fund
The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund
GlaxoSmithKline Science Scholarship for Women
The Greater Charlotte Foundation Scholarship Fund
The Elma and Price H. Gwynn, Jr. Scholarship Fund
Virginia Blair Carter Hagan Music Scholarship Fund
Ira M. Hardy III Scholarship Fund
The James J. Harris Trust Scholarship
Henderson Scholarship Fund
The Jane Flow and Joseph Eli Henderson Scholarship Fund
Thomas F. Henley Scholarship Fund

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The Hensdale Scholarship Fund
The Mary B.A. Howell Scholarship Fund
International Students Scholarship Fund
The Jackson Foundation Scholarship Fund
Marian McLaughlin Jessup Memorial Scholarship Fund
The F. Badger Johnson Jr. International Fellowship
The Halbert M. Jones Memorial Scholarship Fund
The Emma Lillian Keigwin Scholarship Fund
The Ery W. Kehaya Scholarship Fund
The Ery W. and Helga Kehaya Scholarship
The Grace Whitaker Kehaya Scholarship
The Senah Critz and Charles A. Kent Scholarship Fund
The Lela and Jesse King Foundation Scholarship Fund
The Knight Foundation Scholarship Fund
The Sarah H. and Louis C. LaMotte Scholarship Fund
The Joseph H. Lansinger Scholarship Fund
The Laurinburg Presbyterian Church Scholarship Fund
The Edward H. Little Memorial Trust
Alice Ivey and Douglas Logan Scholarship Fund
The Lumberton First Presbyterian Church Scholarship Fund
The Hector MacLean Scholarship Fund
The A.H. McLeod Scholarship Fund
The Oscar Blue McCormick Scholarship Fund
The Mary and Foster McGaw Scholarship Fund
The McGraw Pipe Band Scholarship Fund
The McLaurin Brothers (J.W., Thomas H., Roy & Ed) Scholarship Fund
The Almena Currie McLean Scholarship Fund
The Mildred McLaurin McLean Scholarship Fund
The Ellen McNeill Scholarship Fund
The Sallie Flora McEachern McNeill Memorial Scholarship Fund
The Laurin McQueen Scholarship Fund
The Robert L. McWhorter III Scholarship Fund
The Frank Mizell Scholarship Fund
The Pamella S. Moll Scholarship Fund
The Ansley C. Moore Scholarship Fund
The Lucian H. Neal II Scholarship Fund

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The Charlotte W. Newcombe Endowed Memorial Scholarship Fund

The Edward M. O'Herron III Scholarship Fund

Timothy J. Olthoff Memorial Scholarship Fund

The Beulah Averitt Parker Memorial Scholarship Fund

The Charles W. Perry Scholarship Fund

The Evelyn Butler Phillips Memorial Scholarship Fund

The Lucy Pollock Fund

The Florence Patten Pope Scholarship Fund

The Robert C. Quantz Scholarship Fund

The Reader's Digest Endowed Scholarship Fund

E. Claiborn Robins Scholarship Fund

Jane Morris Saunier Scholarship Fund

The Peggy Shinn Memorial Scholarship Fund

The Alvin H. Smith Scholarship Fund

The David Oscar Smith Memorial Scholarship Fund

The Grace Henderson Smith Scholarship Fund

Sue Hunnicutt Smith Scholarship Fund

The Henry L. and Della Sneed Scholarship Fund

William H. Somerville Scholarship Fund

Cyril O. Spann Scholarship Fund

The Frances Ley Springs Scholarship Fund

The St. Andrews Covenant Presbyterian Church Scholarship Fund

The Lucy Steele Scholarship Fund

The Franz G. Stillfried Memorial Scholarship Fund

S. Pickney and Julia Dickson Stowe Scholarship Fund

The Algernon Sydney Sullivan Scholarship Fund

The Algernon Sydney Sullivan Foundation Endowed Scholarship is a need-based award given on the demonstrated aid eligibility, academic promise and demonstrated high personal character and commitment to public service.

The William Mills Taylor Scholarship Fund

Margaret Ann McLeod Teabeaut and

Margaret Teabeaut Wheeler Scholarship Fund

The Charles H. Trexler Scholarship Fund

The Anne Blue Tucker Scholarship Fund

The Mattie Rebecca Turner Memorial Scholarship

The Charles G. Vardell Memorial Scholarship Fund

John W. Ward Scholarship Fund

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The Roy E. and Margaret Watts Scholarship Fund
The Richard L. Weidenbacher Scholarship Fund
The Margaret Kelly Wells Scholarship Fund
The J. Harvey White Scholarship Fund
The Jo Ann Williams Memorial Scholarship Fund
The Wilmington First Presbyterian Church Scholarship Fund
Krissten C. Zimmerman Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

William Amos Abrams Memorial Scholarship
Dr. and Mrs. Robert Anderson
William M. Baker
Mrs. James F. Blue
James Boyd
Harry L. Brockman
Rowland A. Brown
Andrew Bryson
Duncan G. Calder, Jr.
Carolina Telephone and Telegraph Company
Chadbourn Presbyterian Church
The Class of 1993 Scholarship Fund
Currie and Paterson Memorial
William Drake
Fayetteville Presbytery
Warren M. Ficklen
N.N. Fleming
Berry G. French
Alma Green Frye
J. Bruce Frye Scholarship Fund
Maude Farmer Garber Memorial Scholarship Fund
Gastonia First Presbyterian Church
Elizabeth Monroe Taylor Gilmour
Margaret Fraser Gluck
Mr. and Mrs. Ernest Graham, Sr.
Kate Fields Grannis
John Wesley Hall

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Sally McCall and Robert Pickett Hamer
The Hawley Memorial Fund
Margaret Johnston Hay
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Martha A. Holt
Andrew J. Howell
Huntersville Presbyterian Church
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Paul Guthrie Jones
Junior Services League of Laurinburg
Lenoir First Presbyterian Church
Katherine, Mary Patterson and Mattie Livingston
Locust Presbyterian Church
Hattie McBride
Dr. Davis McBryde
Daniel Archibald McCormick
Bessie McNeill McEachern
Annie E. McIntyre
Dani John and Evaline Stafford McKay
John W. McLaughlin
Antress McLean
David A. McLean
Andrew Calhoun McLeod
Flora McLean McLeod
Mr. and Mrs. George F. McMillan
J. L. McMillan
James L. McNair
William and Ida Carmichael McQueen
Mebane Presbyterian Church
Angus McKinnon Morgan
Mark Morgan
Harry H. and Lois R. Munroe
Olney Presbyterian Church
Orange Presbytery
Osteen-Woodson Scholarship

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Fannie Bullock Pullen
Reidsville First Presbyterian Church
Rockingham First Presbyterian Church
St. Andrews Society
Jessie Schoelkoff
Kate, Lela and Margaret Shaw
The Sinnott Scholarship
Thomas Stamps
Leroy A. Sadler
Statesville First Presbyterian Church
Mr. and Mrs. J. D. Stewart
Thomasville First Presbyterian Church
Katherine Allen and Jane Dickson Bell Vardell
Linda Vardell
Lea and Ella Wallace
White Hill Presbyterian Church
Mary Gale Carter White
Jessie Chandler Willard
Marion Stokes Williamson
Wilmington Presbytery Scholarship Fund
Elizabeth Yongue

Loan Funds

The following loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund
The George Washington Braddy Loan Fund
Mattie Lee Smith Byrd Loan Fund
Ruth and Mary Fitzgerald Loan Fund
The Miriam R. and Darius Flinchum Fellows Incentive Fund
The James Madison Graham Memorial Loan Fund
The T. M. Stanback Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson
J. F. McNair
J. L. McNair

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The Masonic Order

Dr. O. L. Parker

The Smyth Family

Julia Stewart

Mrs. J. D. Swinson

Mrs. Emma G. Thorpe